



St. Joseph's Catholic
Infant & Junior Schools
Birtley

Pupil Premium Strategy Statement

St Joseph's Catholic Infant and Junior Schools, Birtley – 2023 - 2024

This statement details our schools' use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment and outcomes of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overviews

Detail	Data
School name	St Joseph's Catholic Infant School, Birtley
Number of pupils in school	66
Proportion (%) of pupil premium (PP) eligible pupils	14 (21.2% as of 10/9/23)
Proportion (%) of pupils eligible for PP who have SEN	7 (10.6% as of 10/9/23)
Academic year that our current pupil premium strategy plan covers (3 years are recommended)	2023 – 2024 2024 - 2025 2025 - 2026
Date this statement was published	1 st September 2023
Date on which it will be reviewed	31 st August 2024
Statement authorised by	K. Swaddle Executive Headteacher
Pupil premium lead	R. Nutton/C. Peacock Executive Deputy Headteacher & SENDCo (on maternity)

	leave) Assistant Headteacher & SENDCo (on secondment)
Governor / Trustee lead	M. Taylor Lead for Disadvantaged Pupils
Detail	Data
School name	St Joseph's Catholic Junior School, Birtley
Number of pupils in school	96
Proportion (%) of pupil premium (PP) eligible pupils	35.7% (as of 10/9/23)
Proportion (%) of pupils eligible for PP who have SEN	9.4% (9/95 as of 10/9/23)
Academic year that our current pupil premium strategy plan covers	2023 – 2024 2024 - 2025 2025 - 2026
Date this statement was published	1 st September 2023
Date on which it will be reviewed	31 st August 2024
Statement authorised by	K. Swaddle Executive Headteacher
Pupil premium lead	R. Nutton/M. Maddock Executive Deputy Headteacher & SENDCo
Governor / Trustee lead	M. Taylor Lead for Disadvantaged Pupils

Funding Overviews

St Joseph's Catholic Infant School, Birtley	Amount
Detail	
Pupil premium funding allocation this academic year	£29,052
Recovery premium funding allocation this academic year	£2,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School-led tuition	£2,268
Total budget for this academic year	£34,220
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
St Joseph's Catholic Junior School, Birtley	Amount
Detail	
Pupil premium funding allocation this academic year	£45,420
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School-led tuition	£5,022
Total budget for this academic year	£54,793
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil Premium Strategy Plan

Statement of Intent

Pupils at St Joseph's Catholic Infant and Junior Schools will make at least expected progress in reading, writing and maths, through quality first teaching, and increasing opportunities for reinforcement of learning at school and home.

Sir Kevan Collins, former CEO of the Education Endowment Foundation, states that, *'Put simply, evidence shows that more good teaching for all pupils will especially benefit the most disadvantaged.'*

It is our intention to ensure that high-quality teaching and challenge are the main drivers for raising attainment, ensuring good progress and narrowing the disadvantage gap throughout our school. We aim for disadvantaged pupils to access quality interventions facilitated by trained professionals, specialist teachers to support specialist subject teaching, as well as extra-curricular activities led by sports coaches and in-house staff to enable children to meet their individual needs.

Our strategy will focus on high-quality teaching for all, supplemented by focused targeted academic support which is time-limited with clear intended and assessed outcomes. We will also carefully consider wider strategies to support our learners, in particularly their wellbeing, and the wider impact the pandemic has had, and is continuing to have, on our youngest children.

The progress of all pupils will be carefully monitored through robust assessment processes, to ensure that strategies and targeted support is identified at the earliest opportunity to meet the needs of the pupils at any given time. In order to ensure we can evaluate our impact, we have clear standardised assessment strategies, for interventions which are time-limited and use this in conjunction with ongoing qualitative and formative feedback.

At St Joseph's, we will aim to increase attendance for those disadvantaged pupils and will work with outside agencies to ensure that children and their families are being supported in their needs therefore narrowing the gap between our disadvantaged pupils and their non-disadvantaged peers. These children will be

supported by enabling them to engage with the full learning experience that St Joseph's Schools have to offer.

Challenges

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

Challenge number	Detail of challenge
1	Assessment outcomes, observations and discussions with teachers indicate that the fluency, stamina and key grammatical concepts are under-developed in writing; this is more prevalent amongst our disadvantaged pupils.
2	Assessment outcomes, observations and discussions with teachers indicate that pupils in both KS1 and KS2 are continuing to engage less with reading than they were pre-pandemic, which is impacting on the speed and fluency with which they read.
3	Children missing fundamental early reading experiences in KS1 as a result of partial school closures, is now feeding through to the early years of KS2 with children requiring some phonics intervention.
4	Assessment outcomes, observations and discussions with teachers indicate that the attainment gap in mathematics has widened since the start of the pandemic for some of our disadvantaged pupils.
5	A significant % of pupils eligible for PP are also pupils with SEN (10.5% SJIB and 9.4% SJB) which can in turn slow progress in reading, writing and maths which in turn can impact upon their self-esteem.
6	Social and emotional concerns of pupils, which may have been exacerbated due to lockdown and previous school closures, which will have a detrimental impact on progress. Confidence and self-belief may also be an issue.
7	Attendance: Ensuring PP pupils' attendance is in line with national averages, or better.

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
<p>PP pupils' needs will be assessed and gaps in learning identified. This will be clear for reading, writing and maths. A carefully timetabled and planned TA intervention programme personalised to groups or individuals will be in place for addressing these gaps and ensuring accelerated progress is made.</p>	<p>Progress is measured and tracked from pupils' starting points in the Autumn term. Formative assessments are ongoing and summative assessments take place termly and pupil progress meetings take place, termly, or more regularly, if required. End of year assessments provide evidence that gaps in learning have been addressed and progress secured.</p> <p>KSI and KS2 outcomes show that most disadvantaged pupils meet the expected standards in reading writing and maths.</p> <p><i>In end of KS2 assessments (summer 2023) disadvantaged attainment for EXS and GDS combined was:</i></p> <p><i>EGPS: 42.9%</i></p> <p><i>R: 85.7%</i></p> <p><i>W: 66.7%</i></p> <p><i>M: 57.1%</i></p> <p><i>RWM combined attainment for disadvantaged pupils was 66.7%.</i></p> <p><i>In end of KSI assessments (summer 2023) disadvantaged attainment for EXS and GDS was:</i></p> <p><i>R: 80%</i></p> <p><i>W: 70%</i></p> <p><i>M: 80%</i></p> <p><i>S: 80%</i></p>
<p>For PP pupils' social and emotional needs to be addressed through adequate support structures to decrease the likelihood of SEMH impact on curriculum attainment and achievement.</p>	<p>PP pupils who have received social and/or emotional support will be more regulated in school and more engaged in their learning. This will be evidenced though observations and pupil outcomes.</p>
<p>The attendance of PP pupils is at least in line with national average. Absences are explained and understood, and support offered from the necessary service, where appropriate.</p>	<p>The vast majority of PP pupil's attendance will be in excess 96% +, as per national averages 2018/2019 (N.B. more recently averages have been impacted by COVID-19 and we aim to achieve pre-pandemic levels).</p>

Attendance and participation of PP children in visits and extra-curricular visits will not be limited by the inability to afford enrichment activities.

Pupils will be fully immersed in the curriculum and have access to cross curricular visits and activities in order to engage them in their learning. Uptake and monitoring of PP participation extra-curricular activities will be monitored.

Activity in this Academic Year – 2023-2024

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost:

St. Joseph’s Catholic Infant School = £34,220

St. Joseph’s Catholic Junior School = £54,693

High quality teaching for all. Teachers and support staff to have continued CPD to support improved teaching and learning leading to improved outcomes for all pupils.

Desired Outcome (Challenge number(s) addressed)	Actions/Approach/Resources.	How will you ensure it is implemented well?	Staff Lead/s and Costs	When will you review implementation?
Accurate assessment and quality first teaching is effective in ensuring that disadvantaged children learn well and make good progress in reading (including phonics), writing and maths. (1, 2, 3, 4)	<ul style="list-style-type: none"> Quality First Teaching Training and resources to be shared with all staff. Reading (including phonics)/English/Maths leads share good practice regularly with staff. Ensuring all staff are aware of PP children and their progress is monitored regularly by T & SLT. Use of assessment tools – STA past papers for Y2 & Y6, Twinkl, WRM end of term Autumn Assessments, use of Testbase for Spring/Summer assessments, Reading Plus data, Timetable Rock Stars, Lexia etc. 	<ul style="list-style-type: none"> Clear strategies used to evaluate where support is needed and the focus of the support Opportunities for developing practice Evaluative measures to identify progress made. Pupil progress tracking meetings Staff meetings in which curriculum leads monitor and share good practice Observations 	<ul style="list-style-type: none"> SLT T TA CPD Budget Staffing Budget – release time/ management time Cost of Rocket Phonics programme and supplementary resources £3,000 	<ul style="list-style-type: none"> Review progress half termly. DHT & subject leader release time CPD allocation for T/TAs to support their development as their needs are identified (eg Precision Teaching, Rocket

	<ul style="list-style-type: none"> Staff to attend assessment and moderation training and clusters to ensure accurate assessment of core subjects. 			Phonics etc.)
Provide high quality CPD, linked in with the school improvement plan, to ensure 'Quality First Teaching' is effective in ensuring that disadvantaged children learn well and make good progress in reading (including phonics), writing and maths.	<ul style="list-style-type: none"> A planned and consistent approach to CPD, focusing on our school improvement priorities (including feedback and assessment; phonics; high quality short burst writing, maths) Accessing both Gateshead LA, BWCET and St Michael's English Hub training and sharing of good practice programmes. 	<ul style="list-style-type: none"> CPD is monitored so that Curriculum Leads and SLT can evaluate impact of CPD on the quality of classroom practice 	<ul style="list-style-type: none"> HT/CL CPD Budget Curriculum Lead non-contact/ monitoring time St. Michael's English Hub Accelerator Fund TA staffing costs (x5 TAs across federation) 	<ul style="list-style-type: none"> Review progress half termly

Targeted Academic Support

Budgeted cost: £15,000 – School-led tutoring

Desired Outcome (Challenge number(s) addressed)	Evidence/ Actions/ Approach/ Resources.	How will you ensure it is implemented well?	Staff Lead and Costs	When will you review implementation?
Carefully timetabled and planned TA intervention programme personalised to groups or individuals. (1,2,3,4,5)	<ul style="list-style-type: none"> Timetable created and interventions linked to areas of need in school. Strategies to accelerate the progress of targeted groups in the classroom i.e. quality first teaching, sensory strategies, precision teaching, active learning, talk for writing etc. Deployment of highly trained staff to work with small groups of children & 1:1 within the classroom and outside of the classroom. 	<ul style="list-style-type: none"> Consistent and proven high quality systems and training Termly pupil progress meetings & analysis to inform intervention timetables Curriculum leader support 	<ul style="list-style-type: none"> SLT/Head teacher (SENDCo/PP lead). Cost of CPD & release of staff. SENDCo training course cost Cost of resources. 	Termly and end of term analysis.

		<ul style="list-style-type: none"> Part of SLT meetings, performance management and pupil progress meetings for all staff. 		
<p>PP pupils' needs will be assessed and gaps in learning identified in reading. A plan will be made for addressing these gaps and accelerated progress is made.</p> <p>(2, 3)</p>	<ul style="list-style-type: none"> Reading Lead to create a Reading Strategy across the two schools. Salford/Yorkshire Assessment of Reading Comprehension Reading Assessments carried out by SEN TA Boosting Reading Potential intervention x3 per week for 20 minutes for children identified. Daily phonics intervention. Reading Plus+ used to support interventions and identify gaps in learning. Phonics screening for children in Y2 and Y3 who did not pass in Y1/Y2. Assessment and observations to inform targeted intervention timetables. Daily independent/whole class & 1:1 reading. 	<ul style="list-style-type: none"> Structured monitoring of guided reading/ intervention & whole class reading sessions by Reading lead and SLT Pupil progress meetings for all staff. Curriculum leader support & CPD EHT to facilitate Boosting Reading Potential training for all TAs. Purchasing of Rocket Phonics resources for KS2. 	<ul style="list-style-type: none"> SLT Reading Lead SENCo Cost of CPD & release of staff. SENDCo training course cost Cost of resources. Cost of new library system Cost of Rocket Phonics £1500 	Review progress half termly
<p>PP pupils' needs will be assessed and gaps in learning identified in writing/SPaG. A plan will be made for addressing these gaps and accelerated progress is made</p> <p>(1)</p>	<ul style="list-style-type: none"> English lead to develop a writing strategy to be implemented across both schools with an outline of the learning journey. English lead to work with staff to update the English curriculum and focus on the use of high-quality texts to develop high-quality writing across the curriculum. SLT to research and evaluate proven intervention strategies to close gaps in writing for identified pupils - EEF Use of Pobble & Plazoom for high quality examples of texts for children. 	<ul style="list-style-type: none"> A structured monitoring of writing intervention sessions and pupil progress in writing will be planned and implemented Writing workshops for children Poetry week/competitions CPD for staff Monitoring by Literacy 	<ul style="list-style-type: none"> English Lead SLT SENCo CPD budget Staffing budget Cost of resources 	Review half-termly progress

		Lead		
<p>PP pupils' needs will be assessed and gaps in learning identified in mathematics. A plan will be made for addressing these gaps and accelerated progress is made.</p> <p>(4)</p>	<ul style="list-style-type: none"> • Mathematics lead to research and evaluate proven intervention strategies to close gaps in maths for identified pupils – EEF • For those who require regular opportunities to overlearn – Plus 1/Power of 2 – dependent upon need. • Third Space Intervention Units • White Rose Maths • Precision Teaching • Utilising expertise of T/TA to identify gaps in learning, which informs intervention programmes. • Daily pre-teaching or catch up groups linked to learning in lessons. 	<ul style="list-style-type: none"> • Monitoring by Maths Lead • CPD for staff • Structured monitoring of Maths intervention sessions and pupil progress in Maths will be planned and implemented • Purchase of resources for Plus 1/Power of 2 £200 • School-led tutoring of 8 pupils in Year 6 for mathematics. 	<ul style="list-style-type: none"> • Maths Lead • SLT • SENCo • CPD budget • Staffing budget • Cost of resources • £250 for Plus 1/Power of 2 resources. 	<p>Review half-termly progress</p>
<p>PP pupils' social and emotional needs will be identified and plans put in place to support these needs.</p> <p>(6)</p>	<ul style="list-style-type: none"> • Timetabled nurture or ELSA groups to help improve self-esteem/emotional regulation etc with regular feedback to parents and teachers. • Worry Wizard Workshops planned for the Spring term - to link to Child Mental Health Day. • Continuing to promote the concept of growth mind set in children/Growth mindset week. • ELSA trained TAs to create wellbeing posts for social media to share resources for parents/carers and children. • CPD on pupil emotional wellbeing and mental health. • SENDCo to organise a block of sessions from RISE to support mental health and wellbeing in school. 	<ul style="list-style-type: none"> • Monitoring of ELSA/nurture sessions and the impact • Whole school approach to growth mindset and growth mindset week as a recap for children – monitor how growth mindset is filtered throughout teaching and learning. • Programmes Talkabout for Children/Socially Speaking purchased across the schools. 	<ul style="list-style-type: none"> • Cost of CPD & release of staff. • Cost of workshops. • Cost of EP time/counselling - £40 per hour • EP time £500 a day • If required, 1:1 support to be offered via procured service, for those who required it. • Cost of programmes across two schools £150 	<p>Termly analysis & review.</p>

	<ul style="list-style-type: none"> In extreme cases, use funding to access counselling sessions for those children needing support or seek support from the EP. 			
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Wider Strategies

Budgeted cost: £2,000

Desired Outcome (Challenge number(s) addressed)	Evidence/ Actions/ Approach/ Resources.	How will you ensure it is implemented well?	Staff Lead and Costs	When will you review implementation?
<p>All children eligible for PP will attend educational visits and extracurricular activities where appropriate.</p> <p>(6)</p>	<ul style="list-style-type: none"> All children need to have fair access to educational visits, activities and residential in order to access the curriculum fully and facilitate their learning. PP children are able to attend breakfast club free of charge, to ensure they have had breakfast and good start to the day in readiness for a day of learning. This will also have a positive impact on their emotional wellbeing and general enjoyment. Residential visits will be offered at a 50% discount. 	<ul style="list-style-type: none"> The impact will be overseen by HT/SMT and discussed sensitively with parents when appropriate. 	<ul style="list-style-type: none"> HT/DHT lead Cost of trips, activities, residential and appropriate subsidy 1/3 of cost per PP child for visit to Robinwood. 	Review at the end of each academic year.
<p>To ensure attendance rates for pupils eligible for PP are good (96%+)</p> <p>(7)</p>	<ul style="list-style-type: none"> Work with the BWCET, LA and Clennell Safeguarding Solutions Advisor to provide support and challenge to families regarding attendance. Send out half-termly attendance review letters to children with attendance below 96%. Hold Attendance Action Planning Meetings, if needed. Refer to relevant professionals if no progress 	<ul style="list-style-type: none"> Regular monitoring of attendance rates. Daily calls by 9:30am from Admin, if a reason for absence has not been received. Logs kept of reasons for absence. 	<ul style="list-style-type: none"> SBM HT/DHT Cost of Clennell SLA 	Daily/weekly and half-termly monitoring

	<p>is being made with a child's attendance despite a variety of strategies and methods being used.</p> <ul style="list-style-type: none"> • Refer to EBSA if needed to support family. • To offer/invite PP children to breakfast club. 	<ul style="list-style-type: none"> • Admin to send SLT a daily email including absentees and reasons for absence. 		
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Total: £107k

Recovery Funding = £5,220 -Used to fund a L3 TA to deliver National Tutoring Programme mathematics interventions to Year 6 pupils.



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 2022 to 2023 academic year.

St Joseph's Catholic Infant School, Birtley - 2022/23:

St. Joseph's Catholic Infant School subsidised a social and cultural capital activities to ensure that our pupil premium pupils were able to access the same opportunities as their peers. Pupils were able to access outdoor learning via visits to Gibside National Trust and Newcastle Keep. A STEM club with approximately 50% pupil premium attendance also offered on Friday evenings in the summer term, to enrich pupils' access to STEM activities.

Pupil premium funding has also helped to offset staffing costs linked to breakfast clubs. Several pupil premium children accessed additional extra-curricular activities including: Kensho Karate. For four families, a subsidy was given towards school uniform for those who were unable to afford it.

Phonics screening support in Year 1 was successful (78% pass rate) with 90% of those pupils who did not pass the screening test, retested in Year 2 achieving the expected standard.

Phonics intervention was offered to those pupils who did not achieve the phonics screening test in Year 2 Autumn. For those children in Year 1 who were struggling to achieve phonics – a structured programme of intervention was implemented from January 2022 onwards to ensure that small group teaching focussed on achieving the phonics standard at the end of Year 1. Some pupil premium money was utilised to procure a systematic synthetic phonics programme, meaning that data was closer to national average and to upskill staff members.

For pupils in Year 2, additional support was implemented to support those with PP and SEND to improve the effectiveness of whole-class teaching. It was evident that attainment in Key Stage 1 this year was enhanced by effective teaching assistant support – with results demonstrating: *In end of KS1 assessments (summer 2023) disadvantaged attainment for EXS and GDS was:*

R: 80%

W: 70%

M: 80%

S: 80%

In end of KS2 assessments (summer 2023) disadvantaged attainment for EXS and GDS combined was:

EGPS: 42.9%

R: 85.7%

W: 66.7%

M: 57.1%

RWM combined attainment for disadvantaged pupils was 66.7%.

St Joseph's Catholic Junior School – 2022/23:

Data and pupil outcomes from the following assessments and programmes helped to inform assessment, planning and intervention:

- End of KS1 and KS2 assessment results
- Year 1 Phonics Screening Check
- Times Table Rock Stars
- Learning by Questions
- Salford Reading Tests – fluency & comprehension
- Baseline Assessments – autumn term
- Summative Assessments – termly
- Testbase and MERIT Question Level Analysis in the summer term for Year 1/3/4/5 for EGPS, Reading, Writing and Mathematics.
- White Rose Mathematics assessments

Spending/Funding: Pupil Premium Grant for the academic year 2022-23 (approximately £35,970 which was based on 25 Ever 6 FSM and 1 Post

LAC, which equated to 24% of pupils at St Joseph's Juniors) was allocated to help subsidise the cost of increasing teaching assistant (TA) support. This ensured that each class had a full-time TA, who supported the class teacher to work with disadvantaged groups, work with children in class and withdraw children for intervention. Additionally, two days a week, a SEND Support TA worked across the school supporting children receiving Pupil Premium (PP) and children with SEND, withdrawing groups and individuals for targeted support. Some of our PP funding was used to ensure children were able to access Emotional Literacy Support from a trained TA (ELSA) one day a week for both upper key stage two and lower key stage two. Finally, we used some of the funding to purchase additional Educational Psychologist (EP) days to inform our understanding of some pupils' needs.

Where required, an Education Welfare Officer also helped to raise the attendance of the disadvantage which is broadly in line with national averages (based on Arbor data) – St. Joseph's knows that further work will be required to maintain this momentum as we move into the Autumn 2023 term.

Provision:

- Providing small group work with an experienced teacher or teaching assistant focused on overcoming gaps in learning.
- Intervention to challenge and extend.
- 1:1 support.
- Additional teaching and learning opportunities provided through teaching assistants, pastoral care or external agencies.
- Those children who require support to access educational visits will be offered up to 50% off the cost of a visit – particularly Outward Bound visits.
- ELSA support sessions/nurture groups to support emotional wellbeing and develop resilience.
- NTP 1:1 Tutoring (St. Joseph's spent over and above the grant allocated – utilising pupil premium money, also).
- Use of EP time to inform interventions, CPD and further understand children's learning and emotional needs.

Impact: The effect of the expenditure on eligible and other pupils (2022-23)

- Targeted intervention was put in place across the school, led by teachers and teaching assistants to enable all disadvantaged pupils to achieve the expected standard.
- All disadvantaged children were provided with learning tasks which challenge them and enable them to make better than expected progress.
- Two members of staff were trained to be Emotional Literacy Support Assistants (ELSA) in order to plan and lead SEMH interventions in

school.

- Nurture and ELSA groups were established for children to be provided with emotional support, so disadvantaged learners make progress and to diminish the difference between them and their peers.
- All children (including disadvantaged) had the opportunity to participate in educational visits and residential programmes, which aimed to widen their experiences and consolidate their learning further.

All of the above strategies, which were put in place have provided children, particularly children in receipt of Pupil Premium, the opportunity to make progress towards working at the expected standard or exceeding ARE (Age Related Expectations).

Further Funding Information:

St Joseph's Catholic Infant School, Birtley:

The school-led tutoring grant was £1564 – in 2022/2023. A discrete programme of intervention is being implemented to further close the academic attainment gap, using school-led tuition funding, also.

St Joseph's Catholic Junior School, Birtley:

National Tutoring Programme (NTP): This academic year, all schools will receive funding from the National Tutoring Programme. The grant is designed to help close the education gap between disadvantaged and vulnerable pupils and their peers. Schools are expected to prioritise these pupils for the tutoring. However, schools have the flexibility to decide which pupils need the most support to help them catch-up on missed education.

This year we will receive, **£4,455** and we will need to contribute 25% of the cost from recovery fund, which equates to **£1,113**. Mathematics tutoring took place before and after school, in the autumn term, and during the day, from January 2023 – May 2023.