

St Joan of Arc School pupil premium statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

The pupil premium is a grant that schools receive to support pupils who have ever been eligible for free school meals, or who have been in the care of their local authority. Research shows that these pupils are more likely to underachieve, so the premium is provided in order to help us maximize their learning potential. 19% of our pupils are eligible for the pupil premium. In 2021-22 we were allocated £122,050 and for 2022-23 we have been allocated £135,370

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	B Fuiava
Pupil premium lead	B Fuiava
Governor / Trustee lead	C Campbell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,215
Recovery premium funding allocation this academic year	£13,775
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <small>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</small>	£0
Total budget for this academic year	£148,990

Part A: Pupil premium strategy plan

Statement of intent

Our priority is to ensure pupils receive targeted interventions which address their barriers to educational achievement. External barriers could involve insufficient independent learning skills and lack of resources at home, socio-economic disadvantages and low-level language and communication skills. Internal barriers might include lower prior attainment, insufficient attitudes to learning weak numeracy, literacy and reading skills. The school was proud to receive a Pupil Premium Achievement Award in 2016 in recognition of our success in improving outcomes for eligible pupils.

Our current pupil premium strategy will focus on funding additional support for eligible pupils who will focus on writing and maths support, language and communication support as well as medical or pastoral needs.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupil premium pupils struggling to achieve expected standards in maths and writing.
2	Pupil premium pupils needing to develop language and communication skills
3	Pupil premium pupils with medical and pastoral needs preventing hindering their learning

Intended outcomes

The outcomes we are aiming for and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupil premium pupils achieve expected status for maths and writing for Y 3-6	60% of the pupil premium cohort achieve expected standards in maths and writing
Pupil premium pupils achieve expected status for maths and writing for Y 1-2	60% of the pupil premium cohort achieve expected standards in maths and writing
Pupil premium pupils improve their language and communication skills in Rec	25% of pupil premium cohort meet the GLD 40% of pupil premium cohort met expected standard in the Speaking area of learning
Better learning outcomes for pupil premium pupils and improved home-school links	Pupil attendance is above national average

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: £ 35,636

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Maths intervention support on a daily basis Y3 to Y6 Additional English intervention focusing on developing key skills in Y3 to Y6 	<p>Small group tuition is effective/impactful and some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Things to consider:</p> <ul style="list-style-type: none"> pupils are not a long way behind the content to be taught is limited and clearly defined the programme of teaching has been carefully designed to ensure efficient coverage and long-term retention 	1
<ul style="list-style-type: none"> Additional teacher support for phonics, maths and writing in Y1, 2 		1
<ul style="list-style-type: none"> Chromebooks 	Evidence suggests that technology should be used to supplement other teaching for optimal results	1
<ul style="list-style-type: none"> Timetables Rock stars subscription 	Evidence suggests that technology should be used to supplement other teaching for optimal results	1

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

Budgeted cost: £ 88,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Additional support for developing language and communication skills Additional support in Rec and Y1 	<p>certain factors are associated with higher learning gains for all oral language interventions, suggest that careful implementation is important. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary. Using technology is most effective when used as a medium to encourage collaborative work and interaction between pupils, rather than a taking a direct teaching or tutoring role.</p>	2
<ul style="list-style-type: none"> New books and refurbishing classroom book corners 	<p>Collaborative approaches on learning is consistently positive, but it is important to get the detail right. Effective collaborative learning requires structured approaches with well-designed tasks leading to the greatest learning gains. Approaches which promote talk and interaction between learners tend to also result in the best gains. Successful reading comprehension approaches carefully selected activities for pupils according to their reading capabilities, and ensure texts provide an effective, but not overwhelming, challenge.</p>	2

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

Budgeted cost: £ 31,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none">• <i>Support for pupils with medical and/or pastoral needs via a full-time welfare assistance to help pupils and their families</i>	improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning can improve attainment. Interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	3

Total budgeted cost: £ 155,214

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2021 – 2022 Pupil Premium Allocation and Impact of Expenditure			
Target Group	Intervention	Impact (measured by pupil learning outcomes)	Cost
Additional Writing and Maths support in Years 3-6	<ul style="list-style-type: none"> Maths intervention support on a daily basis Y3 to Y6 Additional English intervention focusing on developing key skills in Y3 and Y6 	<ul style="list-style-type: none"> 59% pupil premium cohort achieved at least, the expected standard in Reading, Writing and Maths. 77% pupil premium cohort achieved the expected standard in 2021 Reading. 59% pupil premium cohort achieved the expected standard in 2021 Writing. 65% pupil premium cohort achieved the expected standard in 2021 Maths. 	£39,343
Additional support in Writing and Maths in Key Stage 1	<ul style="list-style-type: none"> Additional teacher support for phonics, maths and writing in Y1, 2 & 3 Additional support for developing language and communication skills 	<ul style="list-style-type: none"> 60% pupil premium cohort in year 2 achieved the expected standard in Reading. 40% pupil premium cohort in year 2 achieved the expected standard in Writing. 40% pupil premium cohort in year 2 achieved the expected standard in Maths. 	£26,753
Early intervention support within EYFS	<ul style="list-style-type: none"> Additional support in Rec and Y1 	<ul style="list-style-type: none"> 25% of the pupil premium cohort in Reception met the Good Level of Development. 42% of the pupil premium cohort in Reception met the expected standard in the Speaking area of learning. 	£84,544
Support for pupils with medical and/or pastoral needs	<ul style="list-style-type: none"> Full time welfare assistance to help pupils and their families 	<ul style="list-style-type: none"> Improved home-school links and parent partnerships Better learning outcomes for targeted pupils. Our pupil attendance is higher than the national average 	£14,105
Spend (2021 - 22)			£164,745