

### St Joseph's Catholic Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment 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 overview

Detail	Data
Number of pupils in school	399
Proportion (%) of pupil premium eligible pupils	40 (10%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Michelle Walsh, Principal
Pupil premium lead	John Lynch, Assistant Principal
Governor / Trustee lead	Rebecca James/Father Ryan

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,650
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*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.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£43,650

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is for all pupils, irrespective of their background, or challenges they face is to access a curriculum which enables them to achieve to their full potential. Our curriculum intends to be; ambitious, broad and balanced. We strive for all our pupils to experience success in a range of areas and at St Joseph's we ensure high expectations are set so all children make good progress across all subject areas through offering a spiral curriculum to support the children to know and remember more and significantly be rooted in our Catholic faith and virtues. Our pupil premium strategy intends to pinpoint challenges that are faced by our disadvantaged pupils and implement strategies to overcome these.

First and foremost, we aim to deliver high quality teaching to every pupil taking into account those pupils who are at a disadvantage and ensure gaps are identified and addressed. The Education Endowment Fund (EEF) state that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. In line with this, high quality feedback can have an impact of up to 8 months' progress according to the EEF. With this in mind, we believe that whole school CPD in these areas will support both the disadvantaged and non-disadvantaged pupils to make good or better progress.

Our strategy will follow the following four step approach:

- Diagnose pupils' needs
- Use strong evidence for support
- Implement
- Monitor and evaluate

We will ensure, as a school, we intervene in a timely manner and hold open and honest pupil progress meetings where these children will be monitored carefully in order to analyse where their learning may be hindered.

In conclusion, we strive to ensure all children share in our mission '*Following in Jesus' footsteps, caring for each other when we work, play and pray*' and are able to access learning both in and outside of the classroom to achieve their full potential.

### Challenges

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

Challenge number	Detail of challenge
1	On entry, oral language skills and vocabulary gaps are apparent in disadvantaged pupils. Assessments, observations and discussions show this as a barrier to learning and accessing the curriculum. This gap is a common challenge among our disadvantaged pupils from EYFS through to KS2.
2	Our attendance data indicates the average attendance of pupil premium children during the Spring term 2024 was 94.62% with the non-pupil premium group averaging 95.48% This gap in attendance between the two groups has closed compared to Spring data last year. This being said, absenteeism continues to negatively impacting pupil progress. Regular weekly calls are being made to these children's parents to help support parents with raising attainment levels.
3	Internal assessments, observations and discussions with staff, parents and pupils show mental health and well-being are impacting attainment for some disadvantaged pupils. Mentoring and wellbeing programmes from external agencies are used to develop pupils' mental health.
4	Financial pressures on parents mean that they cannot ensure children have equal access and opportunities to the wider curriculum including extra-curricular activities. Limited parental funds can be considered to negatively impact on pupils' overall attainment and engagement. These findings are supported by the EEF and the DFE national studies on attendance.
5	Training for staff around disadvantaged pupils to ensure there is no unconscious bias.

### 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
Improved oral and language skills and vocabulary among disadvantaged pupils.	Assessments and observations show significantly improved oral language and vocabulary skills among disadvantaged pupils. This continues to be observed through classroom observations, book scrutinies and conversations. School have signed up to the Voice 21 Oracy Programme for the next academic year which is an initiative aimed at providing support for teachers to provide a high quality oracy education.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	There is a continuation of the gap closing between rates of attendance for disadvantaged pupils being in line with their non-disadvantaged peers and the percentage of disadvantaged pupils with persistent absences reducing. Families feel supported and able to attend school. Number of late arrivals in the morning have reduced.
To achieve and sustain improved mental well-being for all pupils in school, particularly disadvantaged pupils	There is sustained high levels of well-being, with participation in enrichment activities, particularly amongst disadvantaged pupils. Qualitative data from pupil voice, parent surveys and teacher observations indicate children's well-being and confidence has increased. This will have an impact on their overall engagement in lessons and attainment in school.
Financial difficulties will not hinder disadvantaged children in accessing a full range of experiences offered to all.	An increase in participation in enrichment, specific needs of PP children will be reviewed and decisions made on where to allocate funds. Trips, residential and clubs have been and continue to be subsidised for those who need it. Subsidised musical instrument tuition will be an option for disadvantaged children.
To achieve good knowledge amongst all staff and governors around challenges disadvantaged pupils face.	Ensure staff know who these pupils are in their class. These pupils to be the focus of Pupil Progress meetings and staff to ensure these children are a focus when giving feedback and planning lessons. Information to be shared with staff to ensure they are aware of the challenges the disadvantaged pupils face and plan lessons sensitively and accordingly. Governors also to be provided with CPD around the challenges faced by Pupil Premium children and how school supports with this.

### 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: £16,112.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training on High Quality Teaching</p> <p>Staff CPD through the CPP for specific needs</p> <p>Training on metacognition from external support</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p>EEF state: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	1,3,5
<p>Embedding of DFE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils Giving staff CPD to develop their teaching of Systematic Synthetic Phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. The pass rate for the Phonics screening check has increased to 86% from the previous academic year.</p> <p><a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1

TA provision across the school to be sufficient in order to support the delivery of the SDP	Allocation of TAs to support 1:1 and small groups to address key learning points and intervention.  <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1,3
Mental health and well-being to form considerations when planning/teaching	Considerations of the health and well-being of learners to inform planning and lesson delivery.  <a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>  Beacon Support Service, Rainbows and Mentoring services.	2,3,4

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

Budgeted cost: £2,434.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured intervention for Phonics: To ensure that there is a clear phonic programme in place to accelerate the progress of any child who does not meet the Phonic Screening Check (PSC).	Using high-quality structured interventions to help pupils who are struggling with their phonics is key to success. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks and then reviewed.  The EEF recognise that even when excellent classroom teaching is in place, it is likely that some children will require additional targeted reading support. Early reading can be improved by targeting specific phonic strategies that pupils can use to help apply and overcome barriers to reading. Thus, short, sharp, one-one phonic intervention, with a review of impact has been shown to help improve children's phonics and reading.  <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>	1,5
One-one-one support: Reading intervention Lexia: To ensure pupil premium children are reading fluently at age related expectation.	There is evidence to suggest that schools who invest time to develop early practitioners' understanding of how children read is key to supporting reading fluency and comprehension. The EEF note that children need wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics. <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  The EEF also recognise that even when excellent classroom teaching is in place, it is likely that some children will require additional targeted reading support. Reading comprehension, can be improved by targeting specific strategies that pupils can use to help and overcome barriers to comprehension.  <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	1,5

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

Budgeted cost: £26,326.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing pupils' cultural capital and attendance e.g. Young	Teaching creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating wider arts education helps to better outcomes.	4

<p>Voices (choir), educational visits, sporting events, Year 6 residential.</p>	<p>While arts participation may be delivered within the day to day core curriculum, it is recognised that extra-curricular or cultural trips can be subject to financial barriers for pupils from deprived backgrounds. Access to extra-curricular activities and cultural experiences are key in supporting engagement ultimately impacting on academic attendance and attainment.</p> <p>The EEF recognise that outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.</p> <p><a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Purchase of internal staff training and external agency support where needed to target children's specific needs, e.g. counselling, mentoring, Rainbows, etc to boost well-being, self-esteem and confidence. Whole staff training on behaviour management and emotional coaching</p>	<p>Approaches to improve children's behaviour, social skills and self-esteem can contribute to their academic progress along with a decrease in problematic behaviours.</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Attendance Support and SLT time to monitor attendance and engage with parents offering support where needed so that attendance can be improved.</p>	<p>Improved attendance allows children increased teaching and intervention time in order to close any attainment gaps and supports interactions with their peers.</p> <p>Regular monitoring of whole school attendance data by the Deputy and Attendance Officer to help identify reasons for absence, patterns, attendance of particular groups including children with medical conditions, mental health problems and special educational needs (SEND), can support high attendance in schools. The DfE also advise that using wider pastoral and SEND staff, who are skilled in supporting such pupils and their families, can significantly help identify and overcome barriers to attendance.</p> <p>See <a href="#">Working together to improve school attendance (publishing.service.gov.uk)</a></p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2

**Total budgeted cost:** £43,650 plus school budget additional £1,223.11= **£44,873.11**

**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 2023 - 2024 academic year.

**Year 1 Phonic Check 23/24 data**

3 PP children (9%)

100% of PP children passed the Phonic Check.

86% of all children passed the Phonic Check

**Year 2 Phonic Check 22/23 data**

3 PP children took the retake

67% of PP children who took the Year 2 Phonic Check re-take passed.

**Year 2 - KS1 23/24 data**

6 PP children (9%)

% of children meeting Expected Standard (EXS)

	PP	All Children
Reading	22%	85%
Writing	11%	71%
SpaG	11%	77%
Maths	22%	77%
RWM Combined	11%	63%

**Year 6 – KS2 23-24 data**

All Children

% of children meeting Expected Standard or above

Subject – all 61 pupils	Reaching Expected Standard+	Above Expected Standard
Reading	74%	43%
Writing	82%	21%
Grammar, Punctuation and spelling	80%	44%
Mathematics	75%	39%
Reading, writing and Mathematics combined	67%	30%

17 PP children

% of children meeting Expected Standard or above

Subject – PP 17 pupils	Reaching Expected Standard+	Above Expected Standard
Reading	65%	35%
Writing	82%	12%
Grammar, Punctuation and spelling	76%	35%
Mathematics	71%	12%
Reading, writing and Mathematics combined	59%	12%

**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.*

Programme	Provider
Lexia Core	Lexia Learning Systems
X Tables Rockstars	TT Rockstars, Maths Circle