

St Joseph's Catholic Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	417
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Gerry O'Hara, Principal
Pupil premium lead	Lauren Chambers, Vice Principal
Governor / Trustee lead	Elizabeth Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,185
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
Total budget for this academic year <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>	£47,185

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	7/34 children are classed as vulnerable pupils. 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 2023 was 91.00% with the non-pupil premium group averaging 95.67%. Absenteeism is negatively impacting pupil progress. Regular weekly calls are being made to these children's parents to help support parents with raising attainment levels. 16/34 pupil premium children were classed as PA for 2022-2023.
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 (7 children).
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	Education 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. We will observe this through Wellcomm assessment results, classroom observations, book scrutinies and conversations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	There is a sustained high attendance demonstrated by 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 childrens' 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 will 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 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. In conclusion, all staff to be able to show excellent knowledge and progress including academic and non-academic for 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)

Budgeted cost: £16,069

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on High Quality Teaching Staff CPD through the CPP for specific needs	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf 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.	1,3,5
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	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics EEF (educationendowmentfoundation.org.uk)	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. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	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. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Beacon Support Service, Rainbows and Mentoring services.	2,3,4

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

Budgeted cost: £2,861.53

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. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	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. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) 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. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1,5

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

Budgeted cost: £29,417.74

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.</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>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</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>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</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 Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2

Total budgeted cost: £47,185 plus school budget additional £1,163.27 = **£48,348.27**

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 - 2023 academic year.

Year 1 Phonic Check 22/23 data

6 PP children (10%)

67% of PP children passed the Phonic Check.

87% of all children passed the Phonic Check

Year 2 Phonic Check 22/23 data

1PP children took the retake

100% of PP children who took the Year 2 Phonic Check re-take passed.

Year 2 - KS1

3 PP children (5%)

% of children meeting Expected Standard (EXS)

	PP	All Children
Reading	33%	72%
Writing	67%	65%
SpaG	100%	77%
Maths	100%	83%
RWM Combined	33%	55%

Year 6 – KS2

All Children

% of children meeting Expected Standard or above

Subject – all 63 pupils	Reaching Expected Standard+	Above Expected Standard
Reading	75%	35%
Writing	81%	13%
Grammar, Punctuation and spelling	79%	41%
Mathematics	81%	44%
Reading, writing and Mathematics combined	67%	10%

6 PP children

% of children meeting Expected Standard or above

Subject – PP 6 pupils	Reaching Expected Standard+	Above Expected Standard
Reading	34%	17%
Writing	34%	17%
Grammar, Punctuation and spelling	34%	17%
Mathematics	0%	17%
Reading, writing and Mathematics combined	17%	17%

5/6 PP Children made expected progress from their starting points.

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