

Pupil premium strategy statement 2024 / 25 – St Joseph’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/27 (Year 1 of 3-year plan)
Date this statement was published	December 24
Date on which it will be reviewed	December 25
Statement authorized by	C Lovegrove – Headteacher
Pupil premium lead	Karen Ford
Governor / Trustee lead	Andrzej Blacha

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90,280
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year	£90,280

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's, we strive to ensure that all children, irrespective of their background and challenges receive an enriching experience, based on the life and teachings of Jesus Christ and Gospel values. Our aim is that each child makes good progress and achieves high attainment in all subject areas. The purpose of this strategy is to identify and support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. There may also be complex family situations that prevent children from flourishing. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The key principles of our strategy are:

- Promote an ethos of **attainment for all**
- **Individualised approach** to address barriers
- **High quality teaching**
- Focus on **outcomes for individuals**
- Decisions based on **data and respond to evidence**
- Setting **high aspirations** and responsibility for raising attainment to all staff.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

At St Joseph's, we work collaboratively to ensure all children reach their full potential regardless of the barriers to their learning.

At the end of their time at St Joseph's we endeavour to fully prepare the learners to meet the challenges of the next part of their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Through assessing, observing and discussions with pupils, oral language skills are lower for pupils eligible for PP than for other. This is evident from Reception through to KS2.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and the ability to access the wider curriculum. Therefore, the gap of PP and Non-PP remains greater in core curriculum areas.
3	Many pupils eligible for Pupil Premium also have other factors such as SEND, EAL and issues associated with attachment and trauma.
4	Our attendance data over the last year (2023-2024) indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
5.	Some subject-specific content has been missed, leading to gaps in learning. Recall of basic skills needs some consolidation i.e. recall of addition facts, times tables and some taught calculation strategies in maths. Plans for over learning and consolidation within maths lessons will be needed.
6	Many disadvantaged pupils have limited access to technology and appropriate support in their home environment. Many of these families do not attend parental workshops or school meetings, through lack of confidence.
7	There has been a rise in pupils mental health and emotional needs. Some children are struggling with routines of school and others with the routines associated with learning. Some of the children have feelings of unease and are anxious about school and others need extra support to explore their feelings and emotions.
8	A number of disadvantaged pupils do not read regularly at home. Some disadvantaged children are less fluent in their reading and the gap between these children and those that read widely is slightly wider.

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 language skills and vocabulary among disadvantaged pupils.	Pupils from disadvantaged backgrounds will hear and understand a greater variety of vocabulary, which can be used in the written form and used as a means of communication.
Improved reading attainment among disadvantaged pupils.	Pupils eligible for Pupil Premium make as much progress as other pupils at the same starting points, by the end of a key stage in reading. Gaps will be identified early and concepts reinforced, with support for families to support their children.
To ensure that strong foundational knowledge and skills are embedded for all disadvantaged pupils.	Pupils from disadvantaged backgrounds 'keep up' with age appropriate curriculum, developing a strong understanding of key knowledge and skills.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils – pupils have high aspirations and goals.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Pupils display increased confidence and self-belief – they have a broader experience of life opportunities.
To embed engaging and responsive teaching to engage learners and accelerate the progress of all	Teachers have a toolkit of effective strategies. Staff are skilled at choosing appropriate strategies to develop: <ul style="list-style-type: none"> ➤ Metacognition/self-regulation ➤ Emotional Engagement ➤ Retrieval and revision ➤ Responsive teaching ➤ Oracy and word knowledge ➤ Collaborative learning

<p>To achieve high quality learning experiences for all pupils, with a particular focus on disadvantaged pupils, through quality first teaching, considering principles of effective classroom practice.</p>	<p>All pupils engaged in their learning. Outcomes for all pupils to improve with, ensuring that disadvantaged pupils make at least good progress in Reading, Writing and Maths.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils – reduce the gap between PP and Non-PP.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • For PP pupils to have an overall absence rate in line with the National average • To lower the number of PP pupils with an attendance of less than 90% - therefore, a persistent absentee • To close the gap between the attendance of PP and Non-PP 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: £ 40,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Screen all Reception children on Language Link to assess tests and pupils requiring receptive language support.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Language link has proved to have a positive impact.</p>	<p>1, 2</p>
<p>To provide the resources and training for staff to implement our structured, systematic synthetic phonics approach Read, Write, Inc to secure stronger phonics teaching for all pupils.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills.</p> <p>To continue to offer Read, Write, Inc tutoring sessions for children not making expected progress with phonics, particularly for children from disadvantaged backgrounds.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 8</p>

<p>Following Claire Gadsby, Peps McCrea, Doug Lemouv and Tom Sherrington's strategies.</p> <p>Engaging and responsive teaching to engage learners and accelerate the progress of all</p>	<p>CPD focusses on strategies to engage all learners.</p> <ul style="list-style-type: none"> ➤ Strategies to engage and enthuse pupils ➤ Strategies to develop confidence and participation in pupils ➤ Strategies to provide in the moment scaffold and support for pupils <p>EEF findings state that pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.</p>	<p>2, 3, 5</p>
<p>Whole class approach to reading and spelling across the school.</p> <p>Continue to embed the reading strategy.</p> <p>Develop a dedicated library in KS1 to make book more accessible and therefore foster a greater love of reader.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Everyone Reading in Class (ERIC) time three times weekly. Lowest 20% of readers targeted in all classes and all KS1 children allocated a reading buddy.</p>	<p>8</p>
<p>Whole school approach to maths fluency to embed key foundational knowledge and skills in maths.</p>	<p>Evidence consistently shows that educators can implement approaches that benefit young children's mathematical skills and knowledge. Effective early numeracy approaches typically increase children's learning by about seven months.</p>	<p>5</p>

<p>Additional members of staff to be identified and trained in delivery of Emotional Support Programme.</p> <p>Current Year 6 performing the mentor role / Year 5 children identified and trained as Peer Mentors</p>	<p>Research has shown that such Programmes as ELSA have a positive impact on PP children's self-esteem, confidence and hence attainment.</p> <p>ELSA Practitioners dedicated 1 afternoon a week.</p> <p>Older children supporting KS1 children.</p>	<p>7</p>
<p>Provide opportunities for the children that widen their experiences and close the cultural capital gap. This will include having visitors to school, school trips etc.</p> <p>Fund these trips for children in receipt of pupil premium wherever possible.</p> <p>Provide funding for children to access music lessons and after school clubs as needed.</p>	<p>Having these experiences deepens their knowledge and understanding of the world around them and develops links in learning. It also strengthens their resilience and builds collaborative approaches to learning which shows a 5-month gain (EFF).</p>	<p>6</p>

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

Budgeted cost: £ 20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to deliver Language Link Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>A TA to deliver the programme to small groups and support in implementation in the classroom.</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Additional phonics training for two teaching assistants to deliver daily tutoring sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 8</p>

Small group booster sessions run by a teacher with QTS.	EEF research shows, small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	2, 5
Same day maths interventions for specific pupils	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Children are assessed in the maths lesson on that day and are selected by their attainment in the lesson.	2, 5
1:1 pupil progress meeting with class teacher, Headteacher, Deputy Headteacher and Assistant headteacher (academic)	Time for ongoing professional dialogues regarding further support for children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	2, 5, 7, 8

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

Budgeted cost: £ 30,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School passport that identifies the must do experiences that all children will experience before they leave St Joseph's. This will include residential.	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.	1,6, 7

Families supported so that disadvantaged pupils have had opportunities to learn a variety of instruments in school.	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem	2, 6, 7
Identified children for emotional and wellbeing to be given a key member of staff that they can go to when they need support.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	7
Parents of PP children and those identified as disadvantaged will be provided with a special invitation to workshops and parents evening to encourage attendance to such events.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	6
Core subject workshops held to support parents in supporting children at home.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	1,2,5,6
To support PP and disadvantaged children to apply for leadership roles in school.	Building confidence of PP pupils in giving them school responsibility as leaders.	7
Disadvantaged pupils are identified and supported to complete homework to consolidate learning.	Opportunities provided can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.	3,6

Support for identified pupils as they transition to secondary education.	Pupils have increased confidence and are prepared to for the next part of their educational journey.	3,7
To support families with financial difficulties to ensure pupils are prepared for their school day and have the correct school uniform.	Pupils will have all the equipment needed will ensure full access the curriculum.	6,5,3

Total budgeted cost: £90,280.00

Part B: Review of the previous academic year (2023/24)

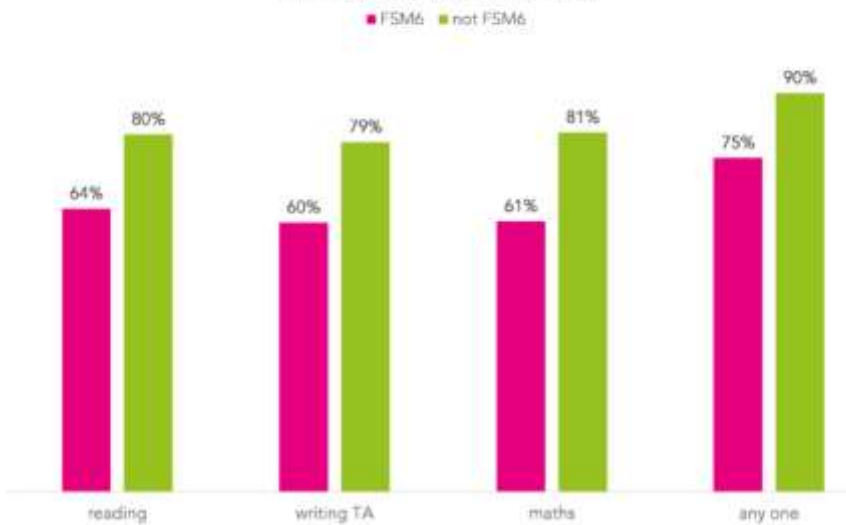
2023/2024 Actions and Impact Statements

Intended outcome	Success criteria	Actual Outcomes
Improved oral language skills and vocabulary among disadvantaged pupils.	Pupils from disadvantaged backgrounds will hear and understand a greater variety of vocabulary, which can be used in the written form and used as a means of communication.	All children were screened during their first term at school using Language Link. Children targeted within the classroom environment to develop vocabulary. Identified children had specific intervention and all made progress.
Improved reading attainment among disadvantaged pupils.	Pupils eligible for Pupil Premium make as much progress as other pupils at the same starting points, by the end of a key stage in reading.	KS2: Pupil Premium Percentage achieving EXS+ 60% Percentage achieving GDS 40% Average Scaled Score 101 Disadvantaged pupils 2 children out of 5 achieved EXS+ 1 child out of 5 Greater Depth 2 children also have SEN
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils – pupils have high aspirations and goals.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Pupils display increased confidence and self-belief – they have a broader experience of life opportunities.</p>	Identified adults to support pupils in school. This may be regular check ins, weekly sessions depending on the individual need. Two members of staff are trained ELSA's and each run 1:1 sessions 1 afternoon a week.

<p>To achieve high quality learning experiences for all pupils, with a particular focus on disadvantaged pupil, through quality first teaching, considering principles of effective classroom practice.</p>	<p>Outcomes for all pupils to improve, ensuring that disadvantaged pupils make good progress in reading, writing and maths.</p>	<p>See data below.</p>
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Data for disadvantaged pupils:

% pupils meeting the expected standard at KS2 by test and disadvantage
FFT Early Results Service schools 2023/24



School	EXP+ all	EXP+ disadvantaged
Reading	79%	60%
Writing	83%	60%
Maths	77%	60%
Combined	65%	60%

School	Scaled score	Scaled score disadvantaged
Reading	107	101
Writing	104	98
Maths	106	104

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils – reduce the gap between PP and Non-PP.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • For PP pupils to have an overall absence rate in line with the National average • To lower the number of PP pupils with an attendance of less than 90% - therefore a persistent absentee • To close the gap between the attendance of PP and Non-PP pupils. 	<p>Robust approach to monitoring attendance. Weekly meetings to discuss attendance and identify children with lower attendance and identify next steps.</p> <p>Weekly focus in assembly, weekly draw for 100% attendance, every child with 100% weekly attendance is entered into the end of term draw to win a £50 amazon voucher.</p> <p>Attendance figures:</p> <table border="1" data-bbox="970 638 1492 875"> <thead> <tr> <th></th> <th>School</th> <th>Local Authority</th> <th>National Average</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>91%</td> <td>94.6%</td> <td>94.5%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>94.3%</td> <td>94.6%</td> <td>94.5%</td> </tr> </tbody> </table>		School	Local Authority	National Average	Pupil Premium	91%	94.6%	94.5%	Non-Pupil Premium	94.3%	94.6%	94.5%
	School	Local Authority	National Average											
Pupil Premium	91%	94.6%	94.5%											
Non-Pupil Premium	94.3%	94.6%	94.5%											

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
N/A	N/A