

# St Joseph's Catholic School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 – 2025 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
School name	St Joseph's Catholic Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	20.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	November 2024-2027 (3-year plan)
Date this statement was first published	December 2024
Date on which it will be next reviewed	November 2025 (annually)
Statement authorised by	Marie Graham
Pupil premium lead	Adele Toward
Governor / Trustee lead	Elizabeth Brooks Tercy Thomas

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42,920
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 42,920

# Part A: Pupil premium strategy plan

## Statement of intent

St Joseph's is an average sized primary school. Children join the school from several different nursery settings as well as from St Joseph's Nursery. The proportion of pupils who are eligible for pupil premium funding is below average. The proportion of SEN pupils is below average. The proportion of pupils who come from ethnic minority groups is high. Our aim is to ensure that all of our pupils are given the opportunity to reach their full potential and not be disadvantaged as a result of their socio-economic context. We want all pupils to make good progress and achieve high attainment across all subject areas. We believe that with the correct support all pupils can achieve their full potential and all can achieve.

### Long term objectives

- To consistently narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to consistently exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6

School responds to the complexity of disadvantaged pupils' needs by tackling the challenge at three levels in a tiered approach:

1. A whole-school approach promoting learning which sets high aspirations for all pupils (High Quality Teaching)
2. Strategies to identify and support all underperforming pupils (Targeted Academic Support)
3. Strategies specifically targeted at supporting pupils and their families from disadvantaged backgrounds. (Wider Strategies) School emphasises the importance of 'quality teaching first'. We aim to provide a consistently high standard, through setting high expectations, monitoring performance, tailoring teaching and support to suit pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils enter school with poor oral language skills and communication skills which are exceptionally low on baseline. This is particularly evident in the Early Years where speech and language is lower than expected on entry.
2	Internal and external (where available) assessments indicate that pupils are not achieving EXS/GDS attainment standards in line with non - disadvantaged pupils in both key stages.
3	Resources and educational based activities are limited in the home setting and local community for some pupils. (cultural capital expansion)
4	Limited experiences and opportunities outside of the family home as a direct result of low-income results in a lack of exposure to rich and varied vocabulary in different environments which impacts on language acquisition, progress and attainment.
5	Attendance can be a barrier to disadvantaged pupils, although this is sometimes linked to medical needs of children with SEND, this is not always the case.
6	Social and emotional experiences and mental health in the family home life impacts significantly on the education and wellbeing of some pupils. The impact of social and emotional experiences, has seen more pupils experiencing emotional wellbeing needs. The wider family is also requiring support from school staff.

## 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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including talk for teaching, book looks and ongoing formative assessment. RWI training for all staff. RWI resourced for all pupils.
To further narrow the gap by the end of KS2 in reading, writing and math's	Targeted children's data will show increased attainment. Data will show in line with National expectations. Data will be monitored ½ termly. Pupil progress meetings.

attainment between disadvantaged and non-disadvantaged pupils at ARE and GD. children across the school.	We aim for there to be no ARE/GD gap.
To provide personalised, targeted pastoral support for individual pupil premium pupils to support their emotional wellbeing in order for them to be happy, secure and fully engaged in school. (and where needed out of school)	Children will be identified based upon SEMH needs. Two staff within school now First Aid Mental Health trained. Specific social and emotional support for identified disadvantaged individuals and their families by named responsible person (SB) e.g. Relax Kids, Mindfulness, Family learning, mental health books, school counsellor, etc. Healthy Heads to support children and families in school
To ensure attendance for disadvantaged children is in line with others.	Ensure attendance of PP pupils is monitored and in line with other pupils. Support any families where needed
Ensure attendance of PP pupils is in line with other pupils.	Music tuition, sports clubs, Subsidised trips, Residential visit to Derwent Hill and the Youth Village

## Activity in this academic year – 2024/25

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: £ 13, 091.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring in school with HLTA or teacher to work with identified children	NFER Report shows a 16% increase in outcomes when one to one tuition). 1:1 tuition Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. (+5 months gain EEF)	2
Effective deployment of staff, teachers and teaching assistants to support key children	NFER highlights - data driven schools which focus on early intervention rather than end of Key Stage raised attainment more effectively. NFER Report shows a 20% increase in	1, 2, 4

<p>and year groups. Smaller classes to support year groups. Small group tuition with targeted pupils identified which is monitored through Pupil Progress and intervention reviews. Interventions used: - Reading plus RWI Mastering early number Lexia TTR Mighty writer</p>	<p>outcomes when small group teaching (16% when one to one tuition).</p>	
<p>Little Chatterbox training – EYFS staff and interventions led by SALT SALT staff to train school HLTA</p>	<p>Little Chatterboxes is a small language group intervention focussed on Reception aged children (although may be suitable for some Key Stage One children) who are using verbal language but with identified delays/difficulties with language and communication skills.</p>	<p>1, 2, 4</p>
<p>Pupils that are entitled to PP and have special educational needs are fully supported and their progress shows improvement. SEND HLTA to support pupils 1:1. TA to give 30mins 1:1 support per week. External Agencies will be engaged throughout the year identifying vulnerable pupil needs to support behaviour, relationships, attainment and progress. Parental involvement with targets.</p>	<p>LA and Trust training delivered to SENCO and SEN support  Training on Engagement model and curriculum Support from specialist provision</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Staff CPD -Read, Write Inc Training Use of online assessments Development days across the year with</p>	<p>Research suggests the impact of consistently good phonics teaching can add an additional 5 months progress over the year. EEF - Improving Literacy document “There is very extensive evidence to support the use of a systematic phonic programme with pupils in</p>	<p>1, 2, 3</p>

support from RWI consultants	KS1". There is particularly good evidence around impact of teacher professional development leading to greater improvement. Read, Write Inc. Development days Cycle of training involving coaching and mentoring. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,742.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Additional maths and English interventions in LKS2 for targeted PP children with and without SEND.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Specialist support from our educational psychologist to ensure appropriate interventions are in place and relevant referrals have been made to other agencies.</p>	<p>Sage journals - Psychology, learning and Teaching July 2021</p>	
<p>Reading Plus</p>	<p>Reading plus impact on PP children Using Reading Plus has benefitted all children, including PP children. Children quickly become confident with the set up therefore it becomes something easy for children to access independently at home. This is a huge benefit to using Reading Plus as it doesn't rely on the help of a parent at home who may be less confident. Teachers are also able to set</p>	1,2,3, 4, 5, 6

	<p>specific challenges track progress of children. This allows those LA/PP children to engage with the same enthusiasm as every other child and nobody but themselves and the teacher knows the level they are working at. It allows all children to become confident especially our PP.</p> <p>New resources and homework access ensure all pupils, especially PP have access to high quality resources at all times.</p>	
<p>Mighty writer to support the teaching of writing Mighty writer used as an intervention for PP and SEND</p>	<p>Mighty writer improves</p> <p>engagement vocabulary sentence recall sentence construction and idea recall.</p>	

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

Budgeted cost: £19, 086

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Target family learning: -Play and stay sessions - Phonics Sessions - Reading Sessions - Math's Workshops - Internet safety - Healthy eating - Sporting activities Family Friday events</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. (EEF Parental Engagement)</p>	4, 7
<p>Social and emotional support for identified disadvantaged individuals and their families: -School counsellor <i>Healthy Heads</i></p>	<p>Self-regulation strategies and social and emotional learning can be consistently linked with successful learning, or the contribution of in school gaps. Secure knowledge and curriculum can support this and create a +3 month (EEF).</p>	
<p>To create subsidised experience to enhance academic learning to create</p>	<p>Evidence highlights that we should consider:</p> <ul style="list-style-type: none"> <li>Guidance on knowledge skills and characteristics required to achieve future goals.</li> </ul>	4,5

<p>aspirations and give children opportunities to excel in areas they might not otherwise have access to:</p> <ul style="list-style-type: none"> <li>▪ After school clubs</li> <li>▪ Family Learning (Free)</li> <li>▪ Music Tuition per session per child subsidised by school</li> <li>▪ Disadvantaged children encouraged to attend clubs funded by school</li> <li>▪ Educational visits – all subsidised</li> <li>▪ Sporting activities</li> <li>▪ Residential trips to ensure all children have access to the experience (50% supported)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Activities to support self-esteem/motivation and learning</li> <li>▪ Opportunities for pupils to encounter new experiences and settings</li> <li>▪ To monitor the impacts and draw a correlation with increased attainment for all</li> </ul>	
<p>Attendance team to monitor and support Pupil premium families to maintain attendance, punctuality and readiness to learn including persistent absentees. Pastoral Lead to : - Offer parenting group sessions working on specific needs developed through a needs analysis. Attendance monitoring and meetings when needed. - Engage the relevant support</p>	<p>EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions. EEF Guidance about Wider strategies focusing on : SEL, Wellbeing and Mental Health.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-widerstrategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-widerstrategies</a></p>	
<p>Resource a sensory classroom to support vulnerable children.</p>	<p>Children to have the appropriate environment to regulate their emotions. 2,7 10  <a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-toadaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-toadaptive-teaching</a></p>	



**Total budgeted cost: £ 42,920**

## 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 to 2024 academic year.

Approaches to the teaching of writing and reading across the school have shown a sustained improvement in the quality of writing and enjoyment of reading. Small group teaching for phonics continues to be used as a strategy, as well as adding extra sessions to the timetable to ensure early reading skills are strong; this is evidenced through internal data as well as the phonics screening check results. A larger focus on wellbeing continues and ensuring children have access to a holistic curriculum with planned opportunities to develop the whole child.

EYFS			
2023	School	National	Difference
% achieved GLD	73%	67%	+6%

Phonics Screening Check Outcome			
2023	School	National	Difference
% working at	93%	79%	+14%

KS1			
2023	School	National	Difference
% expected standard in reading	77%	71%	+6%
% expected standard in writing	77%	62%	+15%
% expected standard in maths	81%	71%	+10%
% expected standard in RWM	74%	57%	+17%
% greater depth in EXS reading	29%	18%	+11%
% greater depth in EXS writing	10%	8%	+2%
% greater depth in EXS maths	19%	15%	+4%
% greater depth in EXS RWM	6%	5%	+1%

KS2			
2023	School	National	Difference
% expected standard in reading	87%	74%	+13%
% expected standard in writing	79%	72%	+7%
% expected standard in maths	90%	73%	+17%
% expected standard in RWM	76%	61%	+15%
% expected standard in SPAG	86%	72%	+14%
Average scaled score in reading	107	105	+2
Average scaled score in maths	109	104	+5
Average scaled score in SPAG	110	105	+5
% greater depth in reading	28%	28%	+0%
% greater depth in writing	55%	13%	+42%
% greater depth in maths	41%	24%	+17%
% greater depth in SPAG	55%	32%	+23%
% greater depth RWM	17%	8%	+9%

Disadvantaged pupils perform well in phonics, due to specifically targeted children that receive specific intervention, extra tuition and close monitoring by SLT, KS 1 Lead and class teacher.. A continuous programme of Read, Write, Inc training ensures current and new staff are trained and highly skilled, leading them to be effective practitioners.

4 out of 5 pupil premium children achieved the expected level in KS2

Any whole school gaps have been analysed in reading, writing and math's. The data has been used to plan targeted intervention using reading plus, mighty writer and mastering early number.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Phonics and spelling	Read, write, inc Programme
Reading Plus	Reading solutions
TT rockstars	Maths circle
Lexia	Lexia learning solutions
Mighty writer	Mighty writer
Numbots	Maths circle
Math's Shed and Spelling Shed	Education Shed Ltd