



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
School name	St Joseph's Catholic Primary School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	January 2024 July 2024
Statement authorised by	Marie Graham Acting Executive Head Teacher
Pupil premium lead	Adele Toward Head of School
Governor / Trustee lead	Elizabeth Brooks Tercy Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,500.00
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,500.00

Part A: Pupil premium strategy plan

Statement of intent

Demography and School Context

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.

We aim to ensure that there is a whole school approach and effort to accelerate the progress and attainment of our disadvantaged pupils, supporting them in achieving the best possible outcomes in both learning and in their wider lives.

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.

School sees pupils as individuals, each with their own challenges, talents and interests. Staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. Staff focus on providing targeted support for underperforming pupils during curriculum time (as well as providing learning support outside school hours).

Staff seek out strategies best suited to addressing individual needs, both socially and academically, rather than simply fitting pupils into their existing support strategies from nursery to Y6. We provide both individual support for pupils that have very specific learning needs and group support for pupils with similar needs, deliberately recruiting and training staff to meet the children's needs.

School builds a culture and a belief that ALL pupils can and WILL achieve through our school values 'Ready, Respectful and Safe' and there are "no excuses" made for underperformance. Staff support pupils to develop a growth mind-set towards learning whilst nurturing self-confidence, motivation and aspiration.

Challenges

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

Challenge number	Detail of challenge
1	Pupils historically 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	Pupils are still demonstrating they lack metacognitive approaches and the ability to recognise their strengths and weaknesses as well as demonstrating a dip in stamina for sustained tasks and the ability to work with independence. Poor memory skills and the inability to transfer knowledge to long term memory also impacts on pupil progression and attainment in ARE and HS reading, writing, math's and phonics.
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	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, in addition to the challenges through COVID, has seen more pupils experiencing emotional wellbeing needs. The wider family is also requiring support from school staff.
6	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.

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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among

<p>2. To further narrow the gap by the end of KS2 in reading, writing and math's attainment between disadvantaged and non-disadvantaged pupils at ARE and GD.</p>	<p>Gap in reading: We aim for there to be no ARE/GD gap.</p> <p>Gap in writing: We aim for there to be no ARE/GD gap.</p> <p>Gap in math's: We aim for there to be no ARE/GD gap. 2023/2024 gap is maintained subject to cohort intake</p>
<p>3. Narrow the gap between the percentage of disadvantaged pupils and non-disadvantaged pupils who pass the phonics screen.</p>	<p>Gap between PP and non PP to be narrowed. 2023 50% passed phonics screen test</p>
<p>4. To diminish the disadvantaged gap in communication, language and learning by the end of Reception by improving the skills in Communication and Language preparing pupils well for greater success in specific areas of Reading, Writing and Math's for all pupils eligible for PP in EYFS class.</p>	<p>Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations. Where a specific SEN has been identified, progress is rapid from starting points. Build on and develop parental engagement with stay and Play and Family Learning</p>
<p>5. 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)</p>	<p>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.</p>
<p>6. Increased opportunities for Cultural Capital and curriculum visits / experiences subsidized and or funded by school for PP, impact positively on pupil achievement for this group</p>	<p>Enrichment opportunities (capital culture) across all key stages are planned for across the year. Music tuition, Derwent Hill Residential. (Also available on the website). Activities in school also planned with outside agencies to enhance the curriculum.</p>
<p>7. To ensure attendance for disadvantaged children is in line with others.</p>	<p>Ensure attendance of PP pupils is in line with other pupils.</p>

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

Budgeted cost: £ 26,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring in school with HLTA or teacher to work with identified children	<p>NFER Report shows a 16% increase in outcomes when one to one tuition).</p> <p>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) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018)</i></p>	2
<p>1:1 tuition through recovery premium funding.</p> <p>School Tutoring grant will support tuition for afternoons</p> <p>Throughout the year.</p> <p>Third Space learning to be used with identified Y6 pupils for bespoke individual intervention.</p>	<p>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) <i>EEF Teaching and Learning Toolkit: one to one tuition (30th August 2018).</i></p>	2
<p>Effective deployment of staff, teachers and teaching assistants to support key children and year groups.</p> <p>Smaller classes to support year groups.</p> <p>Small group tuition with targeted pupils identified which is monitored through Pupil Progress and intervention reviews.</p> <p>Interventions used:</p> <ul style="list-style-type: none"> -Speed reading -Reading for fluency and understanding -Phonics -Handwriting-Letter join -Testbase 	<p>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 outcomes when small group teaching (16% when one to one tuition).</p>	1,2,3,4

<p>-Salford reading -TTR</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>Evidence gathered during the SENCOs study of the National Award of Special Educational Needs. LA and Trust training delivered to SENCO and SEN support.</p>	<p>1,2,3,4,5</p>
<p>Phonics and reading based family learning sessions throughout the year.</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>	<p>3,4</p>

<p>Ensure that accurate next step targets are identified for all disadvantaged pupils in phonics. Read, Write trained lead employed to ensure robust organisation, training and monitoring of phonics teaching and progress. To be addressed through additional small group targeted support, provided by the class teacher.</p>	<p>Phonics approaches have been consistently effective in supporting young readers to master the basics of reading, with an average impact of an additional four months progress. (EEF 2018).</p> <p>Phonics intervention provides an average impact of 4+ months additional progress. (EEF 2018)</p> <p>Disadvantaged pupils perform well in phonics, due to specifically targeted children that receive specific intervention, extra tuition and close monitoring by Head of School, KS Leads, Sounds-Write lead and class teacher.</p>	<p>2</p>
<p>Speech and language therapists provide targeted support to pupils with a priority on disadvantaged pupils. Nominated TA in school carries out programme of support provided by the speech therapist.</p>	<p>DFE(2020) have concluded that due to COVID- 19 some pupils entering reception will have missed more than 20 weeks of early education with most impact being on language development. (EEF 2019)</p> <p>Further research into Communication and language approaches which work- proven to be high impact/ low cost and add a positive 6 months to children (EEF).</p>	<p>1,4</p>

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital-wider curriculum experiences planned in to the year including author visits, outdoor learning overnight stays, factory and museum visits, field trips.	The term 'cultural capital', is defined as: " the essential knowledge that children need to be educated citizens " (p31 Ofsted EY Inspection Handbook). It goes on to say: Cultural capital is the essential knowledge that children need to prepare them for their future success	3, 4, 6
Free breakfast club and daily milk for identified PP pupils. Fruit given to all pupils.	Running free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. It was also found school breakfasts are more nutritious and that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.	7
Target family learning: -Play and stay sessions -Phonics Sessions -Reading Sessions -Math's Workshops -Internet safety -Healthy eating -Sporting activities Family Friday events	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)	4,5,6,7
Social and emotional support for identified disadvantaged individuals and their families: -School counsellor -MHST support	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).	5

<p>Attendance team to monitor and support Pupil premium families to maintain attendance, punctuality and readiness to learn including persistent absentees.</p> <p>Pastoral Lead to : - Offer parenting group sessions working on specific needs developed through a needs analysis.</p> <p>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.</p> <p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>7</p>
<p>To Identify barriers to learning and be proactive and respond to unexpected needs of Disadvantaged pupil and their wider families e.g. wider issues personal fund - uniform, furniture acquisition, food parcels, ICT, trips, after school clubs – SLT track who attends after school clubs and if there are children who can't attend due to circumstances out of their control, then they are offered a place at clubs, at no cost.</p>	<p>Initial experiences of education: Learning identities are shaped early, influenced by family expectations and initial education¹⁸. Adults who have experienced early successes in education are more likely to continue to learn throughout adulthood. This early positive educational experience provides “cumulative advantage” throughout the life course. Schuller and Watson. (2009). Learning Through Life: Inquiry into the Future for Lifelong Learning. NIACE</p>	<p>5,6,7</p>

Total budgeted cost: £ 46,500

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 to 2023 academic year.

Successful strategies used in 2022-3 will be continued to be used 2023-4 in order to narrow the gap and raise attainment across all areas.

Teaching Strategies

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.

End of EYFS 2023: GLD: 70% NAT: 65.2%

Next Steps:

Outcomes continue to be a focus in order to ensure there is no gap between PP and non PP children.

Phonics:

93% passed the phonics
1 PP child did not pass the test.

Disadvantaged pupils usually 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.

Key Stage 2 SATs 2022/2023 (30 in cohort)

KS2			
2023	School	National	Difference
% expected standard in reading	97%	73%	+24%
% expected standard in writing	90%	71%	+19%
% expected standard in math's	97%	73%	+24%
% expected standard in RWM	87%	59%	+28%
% expected standard in SPAG	93%	72%	+21%
Average scaled score in reading	111	105	+6
Average scaled score in math's	110	104	+6
Average scaled score in SPAG	112	105	+7
% greater depth in reading	73%	29%	+44%
% greater depth in writing	37%	13%	+24%
% greater depth in math's	53%	24%	+29%
% greater depth in SPAG	70%	30%	+40%
% greater depth RWM	29%	8%	+21%

Reading

Any whole school gaps have been analysed in reading, writing and math's. The data has been used to develop this academic year's Pupil Premium School Improvement Plan which has clearly measurable targets.

Next Steps:

Outcomes 1, 2, 3, 4, 5, 6 and 7 continue to be a focus in order to narrow the gap 2023-4.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Math's Circle
Bug Club	Pearson
Math's Shed	Education Shed Ltd
Spelling Shed	Education Shed Ltd.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A