

# Pupil premium strategy statement – 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	216
Proportion (%) of pupil premium eligible pupils	6.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	1
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Barbara O’Connor
Pupil premium lead	Katie Moseley
Governor / Trustee lead	Nneka Ogbonnaya

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,200
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</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>	£22,200

# Part A: Pupil premium strategy plan

## Statement of intent

### **Our objectives are:**

1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils with a core focus on language and communication skills.
2. For all disadvantaged pupils in school to make or exceed nationally expected progress rates in both reading, writing and maths. To narrow the gap to ensure they are in line with their peers
3. To support our children's health and wellbeing to enable them to access learning at an appropriate level.

### **We will achieve our objectives by implementing the following:**

1. Ensuring that teaching and learning opportunities meet the needs of all the pupils
2. Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
3. When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
5. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

### **We will achieve these objectives by:**

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- To allocate interventions on a needs basis, providing small group work focussed on overcoming gaps in learning
- Resources, training for staff and support to address low communication and language skills
- A strong focus on reading/phonics and resources to support this alongside bespoke interventions to ensure all children learn to read and make above expected progress in their reading support for PP children who have overlapping SEND needs
- Additional teaching and learning opportunities provided through TA's

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and pushing a greater percentage of GDS for our PP children
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support in classes on a need basis to support the most disadvantaged.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour, social and emotional support for mental health and well-being.

At St. St Joseph's Primary School seniors leaders and middle leaders continually monitor the progress of the pupil premium strategy, adapting their approach when and where appropriate. As new initiatives are implemented it is important to provide support for staff so that the whole school can take ownership of them and deliver them successfully.

We consider:

1. How to provide flexible and motivating leadership as challenges emerge;
2. What training or follow-on support is required for staff beyond initial training; and
3. How to respond to implementation data to tailor and improve approaches.

## Challenges

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

Challenge number	Detail of challenge
1	Social and Emotional Well-being has increased since Covid-19 Pandemic.
2	Pupils have had gaps in high quality phonics teaching and have low communication and language skills
3	Narrowing the attainment gap, reading is a key focus for our Pupil Premium Pupils. This in time will narrow their writing gap.
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited

5	Attendance support for our Pupil Premium Pupils and their families
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## 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
PP Pupils can rely on a range of strategies to support their Social, Emotional and Mental Health (SEMH). School is a place they feel supported and safe	Supporting the Social and Emotional Well-being of Pupil Premium Pupils. Mental health support in place for PP if needed and SEMH Pupil voice will report that PP children are happy and safe in school
PP Pupils make progress within a whole school structured phonics teaching and assessment scheme.	Securing good phonological learning for our Pupil Premium Pupils PP Pupils will develop a love of reading, which will be promoted by all staff in school.
PP Pupils can access a range of high quality books and have one-to-one support in reading.	Accelerating reading progress and attainment for our Pupil Premium Pupils, including a higher percentage of PP children achieving GDS at the end of their Key Stage.
PP Pupils are not disadvantaged and offered a wide range of support to access an enriched curriculum	Provide an enriched, diverse and creative curriculum for our Pupil Premium Pupils with support for wider opportunities including funding this where needed. This will enable PP Pupils to learn or continue to learn an instrument if they choose to with financial support from the school, as well a swimming, trips, clubs and enrichment opportunities such a local theatre trips, district sports and competitive sports opportunities
Attendance of PP Pupils is in line with national	Attendance of PP Pupils is ...% or above. If it is not, a clear action plan and support is in

## 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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily phonics teaching in EYFS and KS1-a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence.</p> <p>Training for new teaching staff and all teaching assistants (EYFS, KS1 and lower KS2) on phonics teaching</p>	<p>Very extensive evidence that secure phonics understanding is an important component in the development of reading skills particularly for children from disadvantaged backgrounds.</p> <p>Research suggests high impact for very low cost for oral language interventions.</p>	2 and 3
<p>Parents Evenings Additional Meetings Parent Workshops</p>	<p>Parents working in sync with school staff to mirror teaching/support allows for progress.</p> <p>Parents working in partnership with school and signing Home School Agreement, seeing good progress in Reading.</p> <p>Parents who attend parent workshops find them beneficial and use to support children at home</p>	3 and 4
<p>Purchase of high quality texts for all class libraries (in particular those with sufficient challenge for high ability pupils in KS2)</p>	<p>Evidence points to the importance of identifying the appropriate level of text difficulty, to provide appropriate context to practise the skills and enough challenge to improve reading comprehension.</p>	2 and 3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Structured interventions for academic support</p>	<ul style="list-style-type: none"> <li>• Class provision identification and PPG mapping</li> <li>• Booster Groups</li> <li>• Accelerator Reader / One-to-one reading boosters / Guided Reading support</li> <li>• Intense phonics interventions</li> <li>• Maths and English additional support</li> <li>• WellComm (SALT focus)</li> <li>• ELSA Training (SALT focus)</li> <li>• Music Access for pupils</li> <li>• Support with off-site excursions and workshops</li> <li>• 1:1 support where needed</li> <li>• Nurture Groups in Ks1 &amp; KS2 - Zones of regulation / Behavioural support</li> <li>• Drawing and Talking Therapy Additional provisions and quieter spaces and resources in the school for pupils with SEND needs and greater provisions.</li> <li>• Working with external agencies and services some pupils</li> </ul>	<p>2 and 3</p>
<p>1:1 pupil progress meetings with teachers and the head teacher &amp; the Associate Head Teacher (PP lead)</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority.</p> <p>There is a collected responsibility for PP children's progress in order to make accelerated progress.</p> <p>Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs</p> <p>Staff will complete half termly data, analysis and next steps for each PP child</p>	<p>1,2,3,4 and 5</p>

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

Budgeted cost: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The library has been revamped and is now an exciting and fun place to read. Soft furnishings have now made the space feel cosy and less formal to encourage reading for pleasure</p> <p>Parents are encouraged to come to Friday morning drop in library time</p>	<p>Children who enjoy reading are motivated to read more frequently and make better progress.</p> <p>This in time will create a higher percentage of children who achieve the EXS and GDS</p>	2 and 3
Monitoring attendance	Half-termly meetings with focus to PPG attendance and punctuality. If drops below acquired percentage then support and action plan put into place immediately	5
Structured interventions supporting SEMH needs	<p>Tailored and targeted support via;</p> <ul style="list-style-type: none"> <li>- Zones of Regulation</li> <li>- Boxall Profiles</li> <li>- Behavioural support</li> <li>- Intervention to support social, communication and learning needs</li> <li>- Nurture groups (KS1 &amp; KS2)</li> </ul>	1

**Total budgeted cost: £ 22,200**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

On reflection from the academic year of 2023-2024, we have put the following into place and assessed that

- Quality First Teaching (QFT) has the most impact on the quality of education for all pupils, including those in receipt of PPG. Our intended outcomes are largely around language and literacy skills. This was noted by our SEA
- New families are made aware of how forms can be accessed for PP
- Clubs are well promoted and used by PP children
- There are focused targets with clearly identified actions and support for PP children; these can be based on pupils' on academic and/or well-being, according to their individual needs.
- Leaders carefully track pupils' progress and attainment data in English and mathematics across the school.
- SL leaders aware of PP in their subject and what this looks like for their subject
- Case studies continue to be tracked
- Provision mapping in plan to work out costings.
- New families joining in Nursery and Reception for Sept 2024 will have a more accessible option for apply for PP
- Online workshop provided by CHEXS to educate parents on online safety as a result of prolonged periods spent online during remote learning.
- CHEXS have supported during Nursery and Reception open evenings and EYFS events such as stay and plays and meet the teacher sessions for parental support.
- Trialling walking to swimming lessons to keep costs down to parents – no coach needed.
- Additional range of clubs offered to children throughout the year – such a gardening, computing, arts football etc.
- Lesson observations saw quality first teaching and provision for targeted groups.
- Lesson observations showed excellent use of TA support – particularly in EYFS & KS1.
- Nurture group continues to have a positive impact on the children who attend.
- TA's have targeted intervention with necessary KS2 children for support.
- Assessment in Reading far more manageable and allows for quicker progression with more precise next steps for children.
- Booster sessions were delivered throughout the year by class teachers and SLT.
  1. Year 1 phonics
  2. Year 6 maths and reading
  3. Writing booster, reading and maths – year 2 (both PP children attended)

## 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