

# 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	210
Proportion (%) of pupil premium eligible pupils	7.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
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	£23,576
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> )  <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
<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>	£23,576

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Joseph's, we strive to ensure that every child reaches their full potential regardless of their 'starting points' in life. All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to their full potential, irrespective of need. Currently schools receive £1455 for each pupil premium eligible child, from September 2023 (£2530 for looked after children and £1056 for Early Years Pupil Premium funding). We recognise that we are accountable for how we have used the additional funding and we have been required to publish a Pupil Premium Strategy which sets out the amount of allocation, how it has been used and the impact on pupil outcomes. The funding is designed to be the means by which schools can tackle underlying inequalities between disadvantaged pupils and their peers - 'Disadvantaged pupils are 20% less likely than their peers to reach expected standards in reading, writing and maths by the end of primary school ('Improving Literacy in KS2, Guidance Report,' Education Endowment Foundation). The most recent research has also found that unsurprisingly, disadvantaged pupils have been the worst affected by the impact of the pandemic. To ensure no child falls through the net we maintain records for each pupil eligible for pupil premium and monitor provision which is tailored to meet individual needs, whether this be enrichment, support for learning or to break down emotional or practical barriers to success, which this year and over the period of this strategic plan, may well be of even more significance than pre-pandemic. This tiered approach recognises the importance therefore of balancing the need to continually improve teaching (raising standards for all), alongside the provision of specific academic support (for all abilities) and to address non-academic barriers, while promoting positive mental health and well-being

## Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils particularly in communication, language and literacy and self-care skills, and not just in our Early Years Settings. For example, how well are children ready for school learning?
2	PP pupils also on the SEN register
3	PP pupils accelerating from secure to greater depth over KS2, in smaller numbers compared to non-PP
4	Some home learning environments lacking the resources to support pupils' communication and literacy / numeracy skills

5	Children are seen, reflected and celebrated in our curriculum and school environment. They have high aspirations as their peers.
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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
Improve language and literacy skills of PP pupils over EYFS and KS1	<p>Quality First Teaching across the school for phonics and reading</p> <p>Accurate assessment of phonics and assessment approach</p> <p>Deployment of TA for year 1 and 2 children with weekly meeting with PP lead and Class teacher to support gaps in reading and writing and the implementation of phonics</p> <p>TA track closely PP as a case study</p>
Accelerate progress of all PP pupils across KS2 (including those with SEN )	Data shows attainment by end of KS2 in line with non-PP for reading, writing and maths
Increase % of PP pupils attaining high standard by end of KS2	<p>% PP pupils attaining high standard in line with non-PP pupils by the end of year six</p> <p>Increase the attainment of PP pupils currently working at age related to achieve greater depth.</p>
Families of PP pupils confident that they are able to support their children in flourishing in school.	<p>Ensure that all pupils can attend educational visits to enrich learning and life experiences, therefore increasing their cultural capital.</p> <p>School to work more closely with families of PP pupils to ensure they are aware of their entitlement.</p> <p>Evaluations and parent questionnaires show that parents welcome support for their children's learning. High levels of parental engagement around their children's learning and progress</p>

## 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: £ 8,000

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>	<p>1</p> <p>1</p>
<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>	<p>3 and 4</p>
<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>	<p>3 and 4</p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boosters	Led by class teachers before/after school. Improved Data and Pupil Progress.	1 and 3
Interventions	Small group intervention is shown to be most effective if targeted at the pupils' needs. It is critical therefore to ensure group size is the most appropriate for the focus and ability of the group.	1 and 3
Additional 1:1 or paired teacher / tutor time for SEN pupils.	Reading has shown to be more effective in 1:1 or paired situations although the real key to highly effective additional tuition which has the greatest impact on pupil outcomes is the quality of the teaching.	2
Teaching assistant - led interventions – 15 minutes-a-day, Rainbow Reading, Toe-by-Toe, Spelling Made Easy (including those with SEN needs)	Research on the deployment of teaching assistants indicates that the strongest benefit to pupils is where teaching assistants deliver high-quality (ie robustly evidenced) structured interventions which deliver short sessions, over a finite period and link clearly to classroom teaching.	1,2 and 3

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Groups	NB plans and reviews Boxhall Profile	4
CHEXS	Outdoor learning, learning outside of classroom, building relationships. End of term reviews.	4
Social, emotional development - small	Healthy attachment relationships, based on trust, provide protective factors for	1,2,4

groups in reception and years one and two (TA / SEN teacher led), play /activity based.	CYP (Rutter 1987). These relationships build the foundation for pupils being able to focus on the learning in the classroom.	
Subsidised school trips/extra-curricular activities/uniform	Children not excluded from Cultural Capital activities. Broadening life experiences. Confidence that they look and dress the same as peers.	5
Curriculum information sessions / workshops (including for reading and early phonics and maths in EYFS) for parents	Providing parents with some of the strategies they can use to support good habits for study in their children as well as involving them in their children's learning activities not only supports the children's academic progress but can also have a positive effect on ensuring parents bring their children in to school as they feel more engaged with school the school community themselves.	1 and 5
Educational mental health practitioner school providing help and support to pupil displaying low to moderate mental health problems (either in small group or 1:1 situation). May also provide parent workshops.	Evidence is that the impact of the pandemic has been most severely felt by disadvantaged pupils.	1, 4 and 5

**Total budgeted cost: £23,576**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have used their data to carefully plan and ensure this progress continues across the 2023/2024 school year.

We have looked at Pupil Premium children across the school and used their personal strengths and weaknesses to look forward and to plan new objectives which we aim to meet to ensure that there are no disadvantages between them and their peers. This has been collaborated with all members of staff including governors, Head Teacher, class teachers and Teaching Assistants

#### **Impact of this year:**

- Additional boosters started, especially in Yr1 for phonics as a result of widening gaps and to try and bridge these.
- Phonics boosters in years 3 and 4 to bridge to gaps with our lower KS2 children to ensure greater progress is made in both reading and writing
- Travelling book fair opportunities for children to read a wider range of books – no cost to families.
- Rise to Shine Cricket lessons at no cost to families for LKS2 children
- Aspirations Week continued this year and was a success, with parents from a variety of jobs and careers coming in to speak with children.
- International week was successful – parents contributed to food festival and cultural days celebrated throughout the year.
- Targeting families who have KS2 child eligible for PPG but haven't applied for KS1 sibling.
- 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 as 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.
- 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)
- Assessment in Reading far more manageable and allows for quicker progression with more precise next steps for children.

- Curriculum Map for September has been updated to reflect cultural links throughout the year so that all children see themselves represented, and cultural capital links are specifically planned for.
- Parents now returning to school events. Look at opportunities in September to involve parents in healthy nutrition and exercise now that restrictions are starting to ease. Breakfast and Afterschool places offered to PPG to support financially.

## 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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*