

## St Joseph's Catholic Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil 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
School name	St Joseph's Catholic Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ruth Saul Headteacher
Pupil premium lead	Ruth Saul Headteacher
Governor / Trustee lead	Stephen Adamson Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,357
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	£73,357

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already meeting age related expectations.

The activity we have outlined in this statement is also intended to support the needs of all vulnerable pupils, regardless of whether they are disadvantaged or not.

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 strategy is also integral to wider school plans for education recovery.

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

We want to limit the impact of deprivation on disadvantaged pupils' opportunities, including participating in school trips.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate some underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Reception through to KS2.
2	Assessments of pupils show that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in core subjects.</p>
4	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been low for many disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress.</p>

## 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 engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics, reading, writing and maths attainment among disadvantaged pupils.	KS2 outcomes in 2024/25 show that the number of disadvantaged pupils meeting the expected standard increases year-on-year.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being equal to or more than 97.5% in 2024/25</li> <li>• disadvantaged absence rate decrease year-on-year</li> <li>• the percentage of all disadvantaged pupils who are persistently absent to reduce year-on-year.</li> </ul>

## 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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NFER standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2,3,4
<p>Delivery of a new phonics scheme to secure stronger phonics teaching for all pupils.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Delivery of a new mathematics scheme.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3

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

Budgeted cost: £56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities (such as daily reading). These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,4</p>
<p>Additional phonics 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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Delivery of writing intervention led by class teacher.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>                      And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3</p>

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop PALs and Buddies schemes.</p> <p>Continue to provide additional social and emotional opportunities at lunchtime.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.eef.org.uk/eef-projects/eeef-social-and-emotional-learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Working with the EWS service team.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Continue to work with Open Door counselling service.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.eef.org.uk/eef-projects/eeef-social-and-emotional-learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3,4

**Total budgeted cost: £73,000**

## 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.

In KS2 (Y6) there were 9 PP children. In Reading 8/9 PP children met the ARE. In Writing 6/9 PP children met the ARE and 1 pupil achieved GD. In Maths 3/9 children met ARE. In GPS 7/9 children met the ARE and 3/9 pupils were at GD. The pupils who did not meet ARE in reading, writing and grammar, punctuation and spelling made good progress from their starting points. All pupil premium pupils had additional support throughout the year. The issues related to achievement in mathematics were related to a broader issue in the delivery of mathematics and this is a key focus for this academic year.

By the end of Y1 the 1/3 PP children met the expected standard for the Phonic Screening. These two pupils will be targeted for intervention to achieve the expected standard by the end of Year 2.

By the end of Y2 6/8 PP children met the expected standard for the Phonic Screening. These two pupils will be targeted for intervention to achieve the expected standard by the end of Autumn Term Yr3.

By the end of EYFS, the 3/3 PP children achieved GLD.

By the end of KS1, 6/8 PP children achieved ARE in reading, writing and maths.

Where data is poor our assessment of the reasons for these outcomes point primarily to poor teaching, primarily caused by high-staff turnover and a reliance on supply teachers. Additional resources were redeployed to mitigate for this impact. The school completed a strategic recruitment process and internal restructuring which has secured stronger teaching for this academic year.

Attendance for pupil premium pupils of 90.0% is above the FFT National of 90.5 however this will continue to be a focus for the new academic year.

PP pupils have benefitted from and continue to access the Open Door service offered by the school to support emotional needs as required.