

# Pupil premium strategy statement 2023-2024

## St Joseph's Catholic Primary School

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	65 + 11 nursery
Proportion (%) of pupil premium eligible pupils	35.4% Reception-Y6 36.4 % (4 pupils) EYPP
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	Termly
Statement authorised by	Lisa Ashton
Pupil premium lead	Lisa Ashton
Governors	Hayley Hood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39 286
Recovery premium funding allocation this academic year	£3 770
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	£43 055

# Part A: Pupil premium strategy plan

## Statement of intent

At St Joseph's, our pupil premium strategy is rooted in our whole-school ethos. We know that if you provide high-quality teaching that is effective for disadvantaged learners then you are providing effective teaching for all. Pupil premium students are not all alike and as a school we ensure that we don't categorise pupils, by labelling them disadvantaged, but treating every child as an individual who has the potential to succeed and attain highly.

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 progress for those who are already high attainers.

St Joseph's Catholic Primary School has high expectations for all pupils in our school, and we believe that with great teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can be the best possible versions of themselves, both academically and socially.

As a school we will:

- provide quality first teaching to ensure gaps in learning are identified and closed
- support pupils to be better learners, through well sequenced and cumulative narratives of learning, where all pupils know and remember more.
- deliver early intervention to address individual needs for the children who have the most significant gaps and/or who are not making expected progress.
- ensure high attainers continue to excel.
- establish effective home-school relationships to support parents and children with attendance, wellbeing and emotional support.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Poor language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.</b></p> <p>Pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in communication and language. This means they need to make more progress than some of their peers to catch up over time and address issues with language (speaking; Listening and attention; vocabulary).</p>
2	<p><b>Low attainment on entry to the Early Years Foundation Stage in all areas</b></p> <p>On entry assessments to Reception show that disadvantaged pupils arrive below age-related expectations compared to other pupils.</p>
3	<p><b>Parental Engagement</b></p> <p>Limited knowledge and understanding from parents on how best to support their child at home both academically and emotionally</p>
4	<p><b>Social and Emotional Wellbeing</b></p> <p>Observations and discussions with pupils and families have identified that a proportion of our disadvantaged pupils are from vulnerable backgrounds and they are exposed to a wide range of risk factors that affect emotional well-being, mental health and educational success.</p> <p>Our records show that children’s mental health needs are more of a concern due to the length of time off school and the impact of COVID 19 on families. School’s referrals for support has increased.</p>
5	<p><b>Attendance is a barrier to learning for some pupil premium pupils.</b></p> <p>Lower attendance and higher rates of persistent absenteeism of some of our disadvantaged children.</p>
6	<p><b>Educational and Cultural Experiences</b></p> <p>Lack of sufficient funds at home to ensure access to a wide range of educational and cultural experiences</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
Clear programs of intervention are in place for children with identified speech and language needs.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Children to: Demonstrate that they have a wide and varied vocabulary Can articulate themselves clearly Monitoring is robust and effective at identifying progress and outlining next steps. Pupil tracking details rapid progress.
Basic and essential skills of number, reading and writing are securely embedded from an early stage. Where barriers are identified, swift and purposeful intervention is in place to quickly close gaps.	Majority of children will achieve at least age related for phonics in the phonics screening. Majority of children will achieve at least age related for pupils at the end of YR, Y2 and Y6.
<p>Sounds-Write and Reading Plus are used effectively across our school. Reading across the curriculum ensures basic skills are constantly rehearsed.</p> <p>Sounds Write approach is used effectively for spelling and intervention in KS2.</p> <p>Children have access to a wide range of books 'real' books and/or on-line) and have the opportunity to read regularly (to an adult) to develop fluency and comprehension.</p>	<p>All staff are trained in the delivery of Sounds-Write phonics. Monitoring demonstrates that this approach is applied consistently and across subjects</p> <p>Improved spelling in KS2 and timely intervention and monitoring ensure rapid progress from their starting point.</p> <p>All children have access to books and develop a love of reading.</p>
<p>Pupils develop writing skills through the development of handwriting, spelling and sentence construction skills through high quality teaching and structured intervention.</p> <p>Pupils write across the curriculum</p>	Monitoring demonstrates that this approach is applied consistently and across subjects. Pupil progress is accelerated due to better access to the wider curriculum.
Ensure children develop a deep understanding of maths knowledge and skills through high quality teaching and timely intervention.	Monitoring demonstrates that this approach is applied consistently and across subjects. Pupil progress is accelerated and they feel confident and skilled in mathematics.
To achieve and sustain improved attendance. Developed resilience and aspirations for the future	<ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged pupils and their peers is eradicated.</li> <li>• Persistent absence does not indicate a trend with disadvantaged pupils.</li> </ul>

<p>To meet the needs of an increased number of pupils who require emotional wellbeing support.</p>	<p>Disadvantaged pupils from vulnerable backgrounds who are exposed to a wide range of risk factors that affect emotional well-being, mental health and educational success are given the support needed so that they become the best versions of themselves, academically and socially.</p>
<p>To further strengthen the emotional resilience of all pupils</p>	<p>Improve pupils' self-belief, determination, resilience and readiness to learn. Pupils will be more able to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.</p>
<p>Ensure that children have a wide range of experiences to develop cultural capital.</p>	<p>Children to report positively about the opportunities provide in the main curriculum and through enrichment activities</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: £10 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop high quality teaching around language development and communication. Key vocabulary is taught across the school curriculum</p> <p>Embed the use of a range of strategies for engaging children in speaking and listening activities</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:</p> <p><a href="https://educationendowmentfoundation.org.uk">Dialogic Teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>It is recommended to use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading.</p> <p>Dialogic Teaching aims to improve pupil engagement and attainment by improving the quality of classroom talk. Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulation. This approach appears to show +2 months gains <a href="https://educationendowmentfoundation.org.uk">Dialogic Teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Ensure quality teaching and learning so that all teaching is outstanding and learning is long term</p> <p>Moderation across the trust and federation and modelling of good practice shared</p>	<p>For disadvantaged pupils, the difference between a good and bad teacher is a whole year's learning (Sutton Trust 2011 and social mobility Commission 2014b)</p> <p>Strategies to develop metacognitive thinking are most effective when subject specific rather than through the teaching of 'generic thinking skills'. EEF Metacognition and self-regulated learning review (May 2020)</p>	3
<p>Ensure all relevant staff (including new staff) have received training to support the development of early</p>	<p>Extensive research of effective literacy teaching conducted by the EEF shows that the following will have the greatest impact on children’s learning:</p> <ul style="list-style-type: none"> <li>• In KS1, promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling</li> </ul>	3

<p>reading and writing skills through high quality teaching and structured writing intervention</p>	<ul style="list-style-type: none"> <li>• In KS2, teach writing composition strategies through modelling and supported practice and develop pupils' transcription and sentence construction skills through extensive practice</li> </ul> <p>Improving Literacy in Key Stage 1</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Research shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above). Successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities- Reading Plus, and ensure that texts provide an effective, but not overwhelming, challenge.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
<p>SENDCo works with all staff to identify and plan CPD for staff to support the learning of vulnerable pupils</p>	<p>Track PP progress and discuss with teachers, signposting needs for CPD for targeted intervention</p> <p>EEF tiered approach to 2021</p>	<p>1 2 3 4 5</p>

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

Budgeted cost: £21 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants deployed to create capacity to teach appropriate high-quality interventions, either as small groups or leading 1:1 personalised timetable</p>	<p>Small group tuition EEF</p> <p><a href="#">EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</a></p> <p>Small group tuition can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the tutor to focus exclusively on the needs of the learners and provide teaching that is closely matched to each pupil's understanding.</p>	<p>3</p>

	EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months) EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)	
Intervention groups before and after school hours for maths -small groups taken by teachers in school Implementation of Third Space tuition to target gaps in mathematical understanding for UKS2 disadvantaged pupils	High quality, targeted support can provide effective extra support for children Small-group support is more likely to be effective when: <ul style="list-style-type: none"> <li>• training, support, and resources are provided for staff using targeted activities</li> <li>• Sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching</li> </ul> EEF research – +4 months, when organised into short, regular sessions over a set period of time	1 2 4
Reading Plus and Lexia purchased and used in school. Also, encourage home learning. Reading Plus-KS2 Lexia-KS1  Intervention groups before and after school hours for reading-small groups taken by teachers in school	Reading at home and/or reading regularly to an adult, ensures that all pupils get the same opportunities to practise and develop fluency compared to the non-disadvantaged peers. Data from Reading Plus and Lexia  <a href="#">EEF Teaching and Learning Toolkit: One to One tuition (EEF +5 months)</a> <a href="#">EEF Teaching and Learning Toolkit: Small group tuition (EEF +5 months)</a>	1 2 3 4



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

Budgeted cost: £12 055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further strengthening school's social, emotional and mental health provision by implementing and embedding a number of whole school strategies, including zones of regulation and social stories to help children engage academically.</p> <p>Continue to offer programmes such as Lego Therapy, Worry Monsters, Anxiety Gremlin and other opportunities provided for all children to disclose worries/anxieties in a discrete way.</p> <p>Implement Zones of Regulation approach across school</p>	<p>An effective well-being programme shown to improve pupil's engagement. (<a href="#">EEF Toolkit</a>) <a href="#">EEF Teaching and Learning Toolkit: Social and Emotional Learning (EEF +4 months)</a></p>	<p>4</p>
<p><b>School Counsellor</b></p> <p>Road Centre engaged to provide weekly 1-1 counselling and group programmes</p>	<p>EEF research – SEL (social and emotional learning) interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>4</p>

Use of school PPG funding for eligible children for all trips including the retreat and residential	Subsidising of trips, as may be required, to enable full access to enrichment activities.  To give disadvantaged children the breadth of curriculum enjoyed by no disadvantaged shown to reduce growth in gap	
Offer disadvantaged pupils access breakfast club	Removing potential barriers to participation and increasing attendance and punctuality.	6
Offer a wide range of high-quality curriculum enrichment and extra-curricular activities.	Feedback from pupils and parents tell us that parents do not take children to after school club activities. This may be because of financial reasons or parents lack of motivation. Evidence suggests that extra-curricular activities boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Children from wealthiest backgrounds are 3 times more likely to take up music classes outside of school hours than children from poorer backgrounds	5
Access to Technology and educational materials- purchase additional Lenovo tablets	Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.  Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	1 2 4 5
Encourage parental engagement so that all pupils are supported with learning at home.	Ensure that parents are engaged and understanding of how best to support their child at home. Research shows that the impact of effective parental engagement and support is low cost in implementation and benefits pupil outcomes by +4months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	3
Family Learning (external and internal delivery arrangements)	EEF research - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions	3
Parental curriculum workshops to increase knowledge and parental involvement in children's learning	EEF research - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	3

Provide a range curriculum and enrichment opportunities to develop children's cultural capital	In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps. <a href="#">The Pupil Premium - How schools are spending the funding.pdf</a>	6
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**Total budgeted cost:** £10 000(Teaching) + £21 000 (Targeted Academic Support) + £12 055 (Wider Strategies) = £43 055

## 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.

#### **Pupil premium has impacted in the following ways:**

- All staff attended high quality CPD for Sounds Write which impacted on the early reading and writing skills of our disadvantaged pupils. QA showed accelerated progress compared to previous years.
- Feedback after parent workshops showed that parents had a better understanding of how to help their child's learning at home. Parents were keener to help their child as they felt more confident to do so.
- The purchase of Reading Plus and Lexia for the year enabled our children to have regular reading intervention which increased comprehension, speed and accuracy across KS2. This hugely impacted upon our reading scores with accelerated progress being made. 80% of PP children got AS + in reading with 60% GDS
- The huge focus on developing language skills from on entry to school ensured improved pupil engagement. Observations indicate significantly improved oral language among disadvantaged pupils
- The focus on the teaching of subject specific vocabulary has increased and QA shows that they have a wide and varied vocabulary
- Pupils received 1:1 maths tuition which raised confidence, bridged gaps and improved outcomes. 80% of PP children got AS in maths
- Counsellor from the Road Centre worked with an increased number of pupils with anxiety and pupils' feedback tell us that this support impacted significantly upon their emotional wellbeing and self-esteem. This also impacted on pupils' attendance as they wanted to come to school.
- Parents were reassured that Breakfast and Tea-time club were available for their children and all children were fed if hungry coming to school.
- Pupils had a wide variety of educational visits which provided them with a wealth of opportunities and experiences, regardless of family finances, all children were included in these visits.

## 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*

<b>Programme</b>	<b>Provider</b>
Reading Plus	LLC
Sounds Write	Sounds Write

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Outdoor Learning. Activities will focus on building life skills such as confidence, resilience, and teamwork.
- Resilience Project. To establish a sustainable approach to building resilience of the whole school community), which in turn will influence the behavioural, academic and wellbeing outcomes of pupils in schools.