

# 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
School Name	St Joseph’s Catholic Primary
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	10.71%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	30/11/2023
Date on which it will be reviewed	July 2024
Statement authorised by	Full Board of Governors
Pupil premium lead	Victoria Hull Sarah Ginzler-Maher
Governor / Trustee lead	David Mills

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,775
Recovery premium funding allocation this academic year	£797.50
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</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.	£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>	£33,572.50

# Part A: Pupil premium strategy plan

## Statement of intent

At St Joseph's our pupils from disadvantaged backgrounds are a small group. Each and everyone of them matter. Many of these pupils have additional barriers to learning, some join us from other schools.

We intend for all our pupils from a disadvantaged background to leave St Joseph's as confident individuals who have fulfilled their potential. They will read fluently and widely, forming and articulating opinions on books and authors. They will write to express their views confidently, solve mathematical problems methodically, gain wider knowledge of the world around them through a carefully constructed and sequential curriculum which integrates real life expectations.

They will complete in a team, hold a position of responsibility and learn to play a musical instrument. They will have aspirations equal to or above those of their peers and receive a holistic education which allows them to transfer effortlessly to secondary education.

## Challenges

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

Challenge number	Detail of challenge
1	Baseline data indicates that disadvantaged pupils have lower levels of oracy and communication skills.
2	Additional support and intervention is required in phonics and early reading.
3	Internal assessments indicate that attainment in Reading is lower for some of our disadvantaged pupils in comparison to their peers.
4	Writing data indicates that in comparison to their peers disadvantaged pupils are attaining lower than their peers.
5	Internal assessments indicate that attainment in maths is lower amongst some of our disadvantaged pupils in comparison to their peers.
6	Disadvantaged pupils are more likely not to achieve the combined standard in Reading, Writing and Maths.
7	Disadvantaged pupils are currently displaying higher levels of anxiety, low self esteem and more frequent challenging behaviour and will require additional support.
8	Disadvantaged pupils have lower attendance than their peers.

## 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 levels of oracy and communication skills amongst the disadvantaged pupils.	Assessment and observations indicate that there is a significant improvement in communication skills. This will be evidenced by NELI data, EYFS GLD, participation in lesson, class teacher feedback and ongoing formative assessment.
Improve phonics and early reading fluency amongst disadvantaged pupils.	100% of disadvantaged pupils pass the phonics screening check in Year 2 (re-check) and in Year 1 (June 2024).
Maximise the % of disadvantaged pupils achieving the Reading expected/greater depth standard.	KS1/KS2 Reading outcomes in 2023/2024 show that disadvantaged pupils meet the expected standard.
Maximise the % of disadvantaged pupils achieving the Maths expected/greater depth standard.	KS1/KS2 Maths outcomes in 2023/2024 show that disadvantaged pupils meet the expected standard.
Maximise the % of disadvantaged pupils achieving the Maths expected/greater depth standard.	KS1/KS2 Maths outcomes in 2023/2024 show that disadvantaged pupils meet the expected standard.
Improve Reading, Writing and Maths combined attainment amongst disadvantaged pupils.	KS1/KS2 Reading, Writing and Maths combined outcomes in 2023/2024 show that disadvantaged pupils meet the expected standard in all 3 subjects.
Sustained improvements in wellbeing and positive behaviour for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing evidenced through qualitative data from pupil voice, parent feedback and teacher observations.
To achieve and sustain improved levels of attendance for our disadvantaged pupils.	Sustained high attendance by all pupils through closing the gap between disadvantaged pupils to their peers.

## 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: £8,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training and CPD for teachers	Improving teaching to ensure effective teaching and learning in every class. This is a key ingredient for a successful school. EEF – Guide to the Pupil Premium Autumn 2021 PDF	1, 2, 3, 4, 5, 6
Standardised diagnostic assessment purchased.	Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Teacher feedback to improve pupil learning/EEF	1, 2, 3, 4, 5, 6.
Additional teacher to support with targeted interventions.	Tuition targeted at specific needs and knowledge gaps can be effective method to support low attaining pupils or these falling behind both one to one. One to one tuition/EEF And in small groups Small group tuition/EEF	1, 2, 3, 4, 5, 6.
Daily targeted intervention by teachers/LSAs linked to classroom teaching and the curriculum.	Interventions targeted at specific needs and knowledge gaps. One to one tuition/EEF Small group tuition/EEF	1, 2, 3, 4, 5, 6.
Additional hours for targeted groups from learning support assistant.	Additional support for targeted disadvantaged pupils with additional needs to provide access and any adaptations to the curriculum..	1, 2, 3, 4, 5, 6.
Purchase of high quality resources to support teaching (SATs companion) Mathletics, reading eggs, dyslexia gold, Ninja vocabulary.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged. High quality teaching/EEF	1, 2, 3, 4, 5, 6.

High quality planning for all curriculum subjects including English and Mathematics in line with EEF guidance. Professional development will include Roseshines principles for effective teaching, effective pedagogy, subject specific pedagogy and effective subject leadership.	Ofsted research and good practice guide 180045  Improving Literacy in Key Stage 1/EEF.  Improving Literacy in Key Stage 2/EEF  Improving Mathematics in Early Years and Key Stage 1/EEF  Improving Mathematics in KS2 & 3/EEF	1, 2, 3, 4, 5, 6.
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £20,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for core subjects (Reading, Writing and Maths)	Booster and tuition in small groups or 1:1 is an effective method to support children who are failing to meet the required standard. Small group tuition/EEF One to one tuition/EEF	1, 2, 3, 4, 5, 6.
Early language CPD for EYFS and KS1 staff (NELI)	Evidence suggests that oral language interventions have a high impact on reading: Oral language interventions/EEF	1, 2, 3, 4, 5, 6.
Multi agency support requested to support school to identify barriers to learning.	Educational psychologists offer support and advice to help children with the development of learning, communication, physical and sensory needs and social and emotional skills needed for adulthood and independence.	1, 2, 3, 4, 5, 6.

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

Budgeted cost: £4,513

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral care – trained wellbeing mentors in school counsellor (BCCS) provide pastoral support and wellbeing care for identified pupils.	EEF's Teaching and Learning Toolkit suggests that effective social and emotional intervention can lead to learning gains of over 4 months in any given year.	7, 8.
Daily monitoring of attendance and the weekly tracking by Heads of School provide a robust system of early intervention and follow up with families.	School Attendance Guidance (DFE)	8

**Total budgeted cost: £33,572**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At the time of assessment there are 21 pupils in receipt of pupil premium. 8 of these pupils have special educational needs.

We continue to implement catch up interventions to close the gap in core subjects. Attendance continues to be rigorously monitored for all pupils.

### 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
ELS	Oxford University Press
Ninja Vocabulary	VN
Power Maths	Pearson

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

## Further information (optional)

### End of KS2 data July 2023 (28 pupils)

	Expected or above	W.T. or PKS
Reading	75%	25%
Writing	79%	21%
Maths	79%	21%

### Pupil Premium (6 pupils)

	Expected or above	W.T. or PKS
Reading	50%	50%
Writing	50%	50%
Maths	50%	50%