

# Pupil premium strategy statement – St Joseph’s Catholic Primary School

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
Number of pupils in school	172 + 14 in Pre-School
Proportion (%) of pupil premium eligible pupils	10%
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> )	2024 - 2027
Date this statement was published	January 2025
Date on which it will be reviewed	September 2025
Statement authorised by	Tracey North
Pupil premium lead	Tracey North
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£19,940

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium is a grant which is additional to main school funding which is provided to support the current underlying inequities between children eligible for free school meals (FSM) and children who are not eligible for FSM. It is for schools to decide how the Pupil Premium is allocated per FSM pupil is spent, since they are best placed to assess what additional provision should be made for individual pupils with their responsibility.

At St Joseph's our objective is that our disadvantaged children achieve as well as their non-disadvantaged peers in all areas. We believe that each child should not only achieve academically, but make progress in their social, emotional and physical development too. The support we give to the children develops the whole child so that they can be successful citizens in the community. Our current pupil premium strategy recognises the barriers that the children have including poor attendance, being unable to access enrichment opportunities and wellbeing needs. This list is not exhaustive.

Our key principles are that all children should be in a mindset of ready to learn. We recognise that some children will find this more challenging than others and so there is support in place to help them. Every child should have Quality First Teaching, supplemented by bespoke, well planned, purposeful interventions which support their individual need. Alongside this, our children should have equal opportunities in accessing enrichment activities which supports their wider development as individuals with aspirations for their future.

## Challenges

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

Challenge number	Detail of challenge
1	Many PP pupils are not working at ARE on entry to school.
2	Some PP eligible pupils have low attendance and or punctuality.
3	Some PP pupils have additional SEND needs.
4	Some PP pupils have emotional needs.
5	Some PP pupils have CP concerns.

## 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
Increase the % of disadvantaged pupils achieving the Reading expected/greater depth standard.	<ul style="list-style-type: none"> <li>End of year summative data shows that disadvantaged children achieve in line with their peers. This is evident through school tracking data.</li> </ul>
Increase the % of disadvantaged pupils achieving the Writing expected/greater depth standard.	<ul style="list-style-type: none"> <li>End of year summative data shows that disadvantaged children achieve in line with their peers. This is evident through school tracking data.</li> </ul>
Increase the % of disadvantaged pupils achieving the Maths expected/greater depth standard.	<ul style="list-style-type: none"> <li>End of year summative data shows that disadvantaged children achieve in line with their peers. This is evident through school tracking data.</li> </ul>
Improve Reading, Writing and Maths combined attainment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>End of year summative data shows that disadvantaged children achieve in line with their peers. This is evident through school tracking data.</li> </ul>
All PP children receive QFT + targeted interventions as appropriate to ensure that gaps may be closed as swiftly as possible.	<ul style="list-style-type: none"> <li>Disadvantaged children make good progress and achieve at least ARE as a result of QFT and bespoke interventions. This is evident through school tracking data.</li> </ul>
Improve phonics and early reading fluency amongst disadvantaged pupils.	<ul style="list-style-type: none"> <li>100% of disadvantaged pupils pass the phonics screen check in Year 2 (recheck) and in Year 1 (June 2025)</li> </ul>
All PP children have good attendance.	<ul style="list-style-type: none"> <li>Disadvantaged children have at least 95% attendance. This is evident through the school attendance tracking system.</li> </ul>
PP children are able to manage their emotional needs effectively and consistently as appropriate to their age.	<ul style="list-style-type: none"> <li>Emotional incidents are minimal. Disadvantaged children are able to manage their emotions effectively. This is evident through school behaviour logs.</li> </ul>
PP children have a cultural capital in line with their peers	<ul style="list-style-type: none"> <li>Disadvantaged children have experiences to draw from in a similar vein to their peers, this is evident in conversation and through their learning.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing training and CPD for all staff.	Improving teaching to ensure effective teaching and learning in every class. EEF Guide to the Pupil Premium.	1,2,3
QFT CPD including PE and Dance	EEF Metacognition and self-regulation	1,2,3
Maths Mastery CPD	EEF Mastery learning	1,2
Reading Support	EEF Small group tuition EEF Reading Comprehension Strategies	1,2

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

Budgeted cost: £9,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions EYFS Daily reading, maths and phonics support.</p> <p>KS1 Daily reading, phonics, mental arithmetic and place value support</p> <p>KS2 Daily reading fluency and pace, maths interventions focusing on fluency and using and applying to stretch and challenge as well as support all disadvantaged children.</p>	<p>EEF Teaching assistant intervention Phonics</p> <p>(EEF – EY) Early Literacy and Numeracy approaches</p> <p>(EEF – EY) Play based Learning</p> <p>EEF One to one tuition EEF Small group tuition</p>	1, 3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling for children to support them to manage their feelings and emotions.	EEF Metacognition and self-regulation EEF Social and Emotional learning strategies (EEF – EY)	3,4,5
Pastoral support parents of PP pupils whose attendance falls below the school target.	School Attendance Guidance (DFE)	2
Forest School provided for PP children alongside their peers supporting them with essential life skills as well as providing opportunities that they would not otherwise have.	EEF Essential Life Skills	1,2,3,4
Afterschool clubs provided for PP children alongside their peers to increase cultural capital.	EEF Arts Participation EEF Physical Activity	2,3,4
Breakfast club provided for PP children alongside their peers to increase cultural capital.	EEF Arts Participation EEF Physical Activity	2,4

**Total budgeted cost: £4,985**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At the time of review there were 21 pupils in receipt of pupil premium. 11 of these pupils also have special educational needs.	
Intended Outcome 2023 - 2024	Impact reviewed – September 2024
1. Improve levels of oracy and communication skills amongst the disadvantaged pupils.	EYFS GLD data demonstrates the impact of the strategies used to improve levels of oracy and communication. 100% of disadvantaged pupils met the GLD standard.
2. Improve phonics and early reading fluency amongst disadvantaged pupils.	50% of disadvantaged pupils passed the phonics check in June 2024 (Year 1), 50% of disadvantaged pupils are on track to pass the phonics check in June 2025 (Year 2).
3. Maximise the % of disadvantaged pupils achieving the Reading expected/greater depth standard.	50% of disadvantaged pupils achieved expected or better in the Reading SATS. 100% of disadvantaged pupils closed the gap in attainment from end of KS1 to end of KS2.
4. Maximise the % of disadvantaged pupils achieving the Maths expected/greater depth standard.	100% of disadvantaged pupils closed the gap in attainment from end of KS1 to end of KS2.
5. Improve Reading, Writing and Maths combined attainment amongst disadvantaged pupils.	100% of disadvantaged pupils closed the gap in attainment from end of KS1 to end of KS2.
6. Sustained improvements in wellbeing and positive behaviour for all pupils, particularly our disadvantaged pupils.	Evident through the tiered wellbeing offer that we provide, ensuring that the disadvantaged children have the right level and type of support. Evidenced through behaviour logs and wellbeing groups.
7. To achieve and sustain improved levels of attendance for our disadvantaged pupils	Continuing to be developed as the disadvantaged group of pupils are being supported by external agencies as well as school.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
ELS	Oxford University Press
Nessy Reading and Spelling	Nessy
Mathletics	3P Learning Product

## 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>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A



## Further information (optional)

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