**St. Joseph’s Catholic Primary School**

**Coundon**



**Pupil Premium Strategy Statement**

**2024-2025**

# 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

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| Detail | Data |
| Number of pupils in school | 111 including Nursery |
| Proportion (%) of pupil premium eligible pupils | 47% |
| Academic year/years that our current pupil premium strategy plan covers  | 2024-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Alice Gibson-Crone |
| Pupil premium lead | Alice Gibson-Crone |
| Governor / Trustee lead | Helen Mullholland  |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £60,080 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £60,080 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

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| St. Joseph’s believes all children deserve equity and success through positive experiences which enrich their lives and ensure they know they are valued as learners, members of our community an as children of God. Our primary objective is for every pupil, regardless of their background or the challenges they may face, to aspire to achieve their fullest and make good progress. At St. Joseph’s, we are determined to significantly improve the outcomes of all pupils with a relentless focus on the vulnerable and disadvantaged. Our aim is for all of our children to know, understand and believe:* They can achieve
* They can take opportunities
* They are a child of God
* They belong to the world

The focus of this strategy is to identify and address key challenges, particularly for disadvantaged pupils, and provide the support necessary for them to succeed, which includes supporting high-achieving disadvantaged pupils as well.We carefully consider the specific challenges faced by vulnerable pupils, such as those with a social worker, those in the care of the local authority, and those eligible for free school meals. The actions outlined in this strategy are designed to meet the needs of all pupils, whether disadvantaged or not, ensuring that every child receives the support they need to thrive.At the heart of our approach is **Quality First Teaching**, with a particular emphasis on supporting disadvantaged pupils where they need it most. We believe in equity – that each child gets what they deserve and need.Every child will have access to a broad, balanced curriculum that not only meets academic needs but also promotes cultural capital. This is achieved through high-quality teaching, enriching experiences and a supportive environment that focuses on positive wellbeing. Our ultimate aim is that, as outlined in the intended outcomes below, the attainment of non-disadvantaged pupils will be sustained and improved, while disadvantaged pupils will make strong progress, narrowing any gaps that exist. |

## Challenges

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

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| Challenge Number | Detail of Challenge  |
| 1 | **Attendance** - Rate of overall absence is above the national average. Persistent absence is above the national average. |
| 2 | **Early Years GLD** - Assessment data and GLD data shows that early oral language, writing and reading skills in Early Years are lower for Pupil Premium children. This has an impact on progression of reading and writing skills as they begin Key Stage One.  |
| 3 | **Combined RWM -** Assessment data shows the trend of an attainment gap across reading, writing and maths across Pupil Premium children, resulting in a lower rate of combined achievement at the end of Year 6 and no children achieving the higher standard. |
| 4 | **Resilience and Confidence –** Resilience and confidence of pupil premium children is lower when compared to their non-disadvantaged peers. This leads to them not effectively managing their emotions, struggling with friendships and not accessing work that extends and challenges their thinking and skills. |
| 5 | **Aspirations –** Disadvantaged pupils have barriers that prevent them from ‘dreaming big’ and lack of positive role models to inspire them.Individual circumstances and lack of resilience often mean they cannot access opportunities that allow them to achieve. |

## 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.

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| Intended Outcome | Success Criteria |
| Improvement in attendance  | * Above 95% attendance
* Reduced numbers of persistent absence to meet or be below national
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| Improved performance in EY GLD  | * At least 60% of disadvantaged pupils will achieve GLD to close the gap between the national average and the attainment of non-disadvantaged pupils.
 |
| Improved attainment in Reading, Writing and Maths at the end of Key Stage 2. | * At least 50% of disadvantaged pupils achieve combined RWM to ensure better achievement than national and the gap between their non-disadvantaged peers is closing.
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| A culture of resilience and confidence so children can learn strategies they can use when facing personal challenges within school.  | * Pupil voice will show an increase in confidence.
* Less incidents of conflict that need adult intervention.
* Monitoring shows challenge is encouraged in lessons and children have resilient attitudes.
* Explicit teaching of skills and strategies for resilience and confidence, along with these virtues being woven throughout the curriculum.
* Referrals made to Country Durham Emotional Resilience team if deemed necessary.
 |
| A culture of aspiration and dreaming big for all children so they believe they can achieve, have the confidence and resilience to take opportunities provided and can have access to the world beyond Coundon as they grow into life-long learners.  | * Aspirational opportunities, careers and virtues are woven through the curriculum.
* Trips beyond the village are planned into the curriculum and costs are subsidised where possible.
* Increased participation in enrichment activities, including residential trips and after school clubs.
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## 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: £20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Maths** Development of maths teaching and curriculum planning through support provided by the Maths Hub Intensive Support programme. * Metacognitive strategies
* Self-regulation
* Embedding problem solving and reasoning/challenge into all lessons
 | DfE & National Centre for Excellence inf the Teaching of Mathematics – [Mathematics Guidance: Key Stages 1 and 2](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf)EEF - [Improving Mathematics in the Early Years and Key Stage One](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths) EEF - [Improving Mathematics in Key Stage 2 and 3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3)  | 3, 4, 5 |
| **Early Years** * Maths - Early Years staff to attend CPD and embed NCETM EY Pathways SKTM Programme
* Writing – Early Years staff to take part in Drawing Club programme CPD and embed within the curriculum.
* Activities planned that develop pupils' knowledge and skills across the prime and specific areas.
 | EEF - [Improving Mathematics in the Early Years and Key Stage One](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths) EEF - [Preparing for Literacy](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years)  | 2, 4, |
| **Metacognition*** CPD provided to staff and how to include metacognitive strategies in their teaching methods.
 | EEF – [Metacognition an Self-regulated Activity](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition) + 7 months | 3, 4, 5 |
| **Phonics and Reading*** Purchase of Sounds Write programme
* Purchase of reading scheme books
* Sounds Write CPD for every member of staff
* Whole school oracy approaches
* Parental workshops
 | DFE – [Choosing a Phonics Teaching Programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme)EEF – [Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) + 5 months  | 2, 3, 4 |
| **Assessment, Marking and Feedback** * Implementation of new marking and feedback policy
* CPD focussed on effective feedback
* Purchase of standardised diagnostic assessments
 | EEF - [Teacher Feedback to Improve Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback) EEF – [Feedback](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) + 6 months | 3, 4, 5 |
| **Resilience and Confidence** * Embed Commando Joes activities into the curriculum
* Social and emotional learning approaches planned to develop a positive school ethos and to increase self-confidence, self-worth and resilience.
 | EEF - [Improving Social and Emotional Learning in Primary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel)EEF – [Physical Activity](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity) + 1 month EEF – [Social and Emotional Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) + 4 months * School-level approaches to develop a positive school ethos which also support greater engagement in learning
* Universal programmes which take place in the classroom
* SEL interventions targeting specific pupils
 | 1, 4, 5 |

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

Budgeted cost: £20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **TA Deployment*** Teaching assistants deployed to work with two to five pupils per group ensuring small group tuition throughout the day.
* Providing targeted interventions
 | EEF [Making Best Use of Teaching Assistants](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) EEF – [Small Group Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) + 4 monthsEEF – [Teaching Assistant Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) + 4 months  | 1, 2, 3, 4,  |
| **Early Years*** Oracy strategies
* Interventions - Talk Time and Talk Boost
 | EEF – [Communication and Language Approaches and Practices to Support Communication and Language Development](https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language) EEF – [Oral Language Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=ora) + 6 months  | 2 |
| **Maths, Reading and Writing**Small group tuition for Year 6 pupils | EEF – [Small Group Tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) + 4 months | 1, 2, 3, 4 |
| **Phonics and Reading*** Phonics Intervention – Sounds Write targeted intervention used in Early Years up to Year 6.
* Lexia intervention
 | EEF – [Phonics](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) + 5 months | 2, 3, 4 |

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

Budgeted cost: £ 25,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **Attendance** Employment of a Parent Support Advisor with the following roles:* DDSL
* Wellbeing Lead
* Attendance Officer
 | EEF Working with Parents to Support Children’s Learning +3 months * Provide practical strategies to support learning at home
* Tailor school communications to encourage positive dialogue about learning

Offer sustained and intensive support where needed. | 1, 2, 3, 4 |
| **Confidence, Resilience and Aspirations**Cultural capital experiences planned for the year:* Afterschool clubs provided by school staff and external coaches
* Visitors planned into the curriculum
* Sports events/festivals in partnership with Education Enterprise
* School trips
* Residential trips
* Enrichment days and weeks (STEM, Parliament Week etc)
* Virtues and British Values woven throughout the curriculum.
* Library visits
 | Learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) places an emphasis on improving cultural capital, particularly for disadvantaged. Enrichment activities offer children a context for learning and a stimulus to trigger interests. | 1, 3, 4, 5 |
| **Parental Engagement*** Homework workshops
* Reading Cafes
* Stay and Pray
* Maths workshops in partnership with Durham Learn
* Coffee mornings
 | EEF [Working with Parents to Support Children’s Learning](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents) + 3 months * Provide practical strategies to support learning at home
* Tailor school communications to encourage positive dialogue about learning
* Offer sustained and intensive support where needed.

EEF – [Parental Engagement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) + 4 months* Approaches and programmes which aim to develop parental skills such as literacy or IT skills
* General approaches which encourage parent to support their children with reading or homework
* Involvement of parents in learning activities
* More intensive programmes for families in crisis
 | 1, 2, 3, 4, 5 |

**Total budgeted cost: £65,000**

# Part B: Review of the previous academic year

## Outcomes for Disadvantaged Pupils

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| **EYFS** |
|  | **2022** | **2023** | **2024** |
| **Disadvantaged** | 50% | 33% | 25% |
| **Non-disadvantaged** | 64% | 77% | 60% |

## Attainment continues to be below the national average for disadvantaged pupils with gap to national other pupils continuing to open (now at 47%). In-school gap has closed slightly to 35% due to drop in attainment of other pupils.

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| **Phonics – Year 1** |
|  | **2022** | **2023** | **2024** |
| **Disadvantaged** | 60% | 75% | 50% |
| **Non-disadvantaged** | 67% | 55% | 77% |

Attainment is down on previous years and is now below national disadvantaged pupils. Gap to national other pupils has opened to 34%. In-school gap has opened with other pupils improving by 22%.

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| **Phonics – Year 2** |
|  | **2022** | **2023** | **2024** |
| **Disadvantaged** | 100% | 80% | 88% |
| **Non-disadvantaged** | 100% | 100% | 80% |

Attainment is up on 2023, which has closed the gap to other pupils, both nationally and at St Joseph’s.

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| **Key Stage 2 – Expected Standard RWM**  |
|  | **2022** | **2023** | **2024** |
| **Disadvantaged** | 60% | 14% | 67% |
| **Non-disadvantaged** | 60% | 45% | 57% |

Disadvantaged attainment is up on 2023 in all three subjects, with gap to national other pupils now closed in both Reading and Maths. Disadvantaged gap is closing in Writing and is now at 11%.

In all three subjects, disadvantaged are attaining above other pupils at St Joseph’s.

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| **Key Stage 2 – Higher Standard RWM**  |
|  | **2022** | **2023** | **2024** |
| **Disadvantaged** | 0% | 0% | 0% |
| **Non-disadvantaged** | 0% | 0% | 0% |

No pupils at St Joseph’s have again attained a higher standard in RWM, resulting in gap to other pupils, both nationally and St Joseph’s, remaining the same as 2023.

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| **Key Stage 2 – Higher Standard RWM**  |
|  |  | **2022** | **2023** | **2024** |
| **Disadvantaged** | **Reading**  | 0% | 14% | 0% |
| **Writing** | 0% | 0% | 0% |
| **Maths** | 0% | 0% | 0% |
|  |
| **Non-disadvantaged** | **Reading**  | 10% | 9% | 14% |
| **Writing** | 10% | 0% | 0% |
| **Maths** | 20% | 27% | 0% |

No disadvantaged pupil has achieved a higher standard in any subject in 2024, which has also tended to be the case in other years too. This is lower than national averages for disadvantaged pupils.

No other pupils have also achieved a higher standard in Writing or Maths in 2024.

## 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 |
| Sounds Write | Sounds Write |
| Accelerated Reader/My On | Renaissance Learning |
| Times Table Rockstars | Maths Circle  |
| Testbase | Exampro |
| Kapow  | Kapow Primary  |
| Lexia  | Lexia UK  |

## Service Pupil Premium Funding (optional)

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| *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** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further Information (optional)

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| Funding may be used to subsidise the cost of uniform, PE kits, shoes and coats. At times, we are required to purchase full sets of uniforms and PE kits for certain families in need. We also subsidise school trips and enrichment opportunities. Pupil Premium children are encouraged to pursue specific roles within school to allow them a sense of belonging, but to also develop their communication skills, social skills, responsibility and confidence.  |