

# Pupil premium strategy statement

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
St Joseph's Catholic Primary School COUNDON	
Number of pupils in school	116 inc Nursery
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-24
Date this statement was published	Sep 2023
Date on which it will be reviewed	July 2024
Statement authorised by	HT
Pupil premium lead	HT
Governor / Trustee lead	CoG

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,745
Recovery premium funding allocation this academic year	£5655
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	£62,400

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at St Joseph's is to provide the best education to all pupils whatever their personal circumstances or background. We are a smaller than average primary school and the number of disadvantaged pupils varies across the year groups. We prioritise interventions, resources and support to enhance learning for all. Further to this we aim to provide our pupils with experiences to enrich their learning, language opportunities and hopefully develop a love of learning. The COVID pandemic further highlighted the need to support all our pupils and address any gaps in learning and support their well-being. We intend to focus on high quality teaching and effective deployment of staff to support disadvantaged children. Quality first teaching is our key principle in effective teaching and ensuring that all staff have the knowledge and skills to support all learners through effective training.

## Challenges

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

Challenge number	Detail of challenge
1 Communication/ Speech and Language	Poor vocabulary/language and speech skills on entry to Nursery/ Reception- increasing number of pupils enter school with poor communication skills- this impacts their ability to communicate effectively verbally and in written work. Poor physical development hinders fine motor and handwriting skills.
2 Attendance	Poor attendance, persistent absenteeism and punctuality rates. Lack of parental engagement and support with homework and reading.
3 Phonics and Spelling- writing outcomes	Screening results vary over time and spelling is a constant challenge often affecting writing outcomes. This is also impacted by poor vocabulary skills.
4 Reading and comprehension	Results in KS2 vary over time and lack of parental support hinders fluency and language comprehension.
5 Limited life experiences	Many of our pupils have limited imagination, life experiences upon which to draw ideas and knowledge. Many children have not explored beyond the locality.
6 Emotional resilience	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging

## 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
Children will make rapid progress in speech and language.	Pupils' close gaps and are working at age-related in speech and language in EYFS
Improve reading and comprehension skills for pupils eligible for PP throughout the school, to enable them to meet age related and higher expectations in English	Pupils eligible for PP in all classes make sustained progress by the end of the year so that an increasing percentage of pupils eligible for PP meet age related expectations.
Improve life experiences for children in all parts of school- especially EYFS	Children will explore new experiences through visits/ performances/ activities in the curriculum
Attendance improvement for all children- focus on PP	Attendance to be in line with national expectations 96%. Improve PA rates in PP children.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of speech and language need	<p>Early identification of need believed to have a very high impact. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>EEF toolkit: Communication and language approaches - additional 6 months progress Intervention and support targeted at Reception and where need identified using programmes developed by Speech link/ Launchpad for Literacy/NELI/ Talk boost/PECs/Makaton.</p>	1 and 2
<p>Sounds Write training for all staff across school</p> <p>All training materials and books to accompany the scheme. All cover for classes while on extensive training.</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Sounds write is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p> <p><a href="https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/42-sounds_write_research_report_2009.pdf">https://www.sounds-write.co.uk/sites/soundswrite/uploads/files/42-sounds_write_research_report_2009.pdf</a></p>	1 and 2
Reading comprehension strategies and support	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF Toolkit: reading Comprehension Strategies – additional 6 months progress</p> <p>Tailored interventions including daily reading activities, small group guided reading sessions and reading comprehension groups.</p>	2
Active 30 pledge- Active playtimes and movement breaks	<p>Research into the benefits of physical health to further improve our mental health can be found below:</p> <p><a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary</a></p>	2 and 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online platforms including: TTRS/ Lexia/MyOn	There are a number of high-quality digital interventions currently available and supported by robust evidence of the positive impact on learning through technology can benefit disadvantaged students. EEF Using Digital Technology to Improve Learning 2019	2/1
Accelerated Reader- investment in books and training for staff	EEF toolkit: additional 3 months progress in engaging children with Accelerated reader platform	2
Teacher led- Tuition	Tutoring in Maths and English for KS2 children- small group and 1-1 sessions weekly EEF toolkit: additional 5 months progress in one-to-one tuition.	2
Phonics intervention for children in KS2 and staff KS2 booster sessions	"If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life." Ofsted framework research EEF toolkit: additional 4 months progress in small group tuition.	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracking weekly and awards weekly	EEF Rapid Intervention September 2023	2
Theatre visit/ author visit/STEM visits/ educational visits	Arts participation impact on learning in all areas of the curriculum. EEF toolkit cites 3 months progress	3/4
Parent sessions/Themed days and assemblies with community	Involving parents in their child's learning: meet the teacher sessions, reading mornings, assemblies, Stay N Play sessions weekly  EEF toolkit cites 3 months progress	3/4/5

**Total budgeted cost: £**

## 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.**

<p>The gap widened in KS2 and declined significantly against previous data. Only 14% PP children made combined EXS standard (7 children in cohort of 18).</p> <p>In KS1 PP achieving just behind their peers- 50% made EXS combined (non disadvantage 55%) Cohort of 11 children.</p> <p>Phonics: Year 1 outcomes indicate 75% eligible for PP made the pass mark compared with 55% of their non PP peers. Cohort of 19 children.</p> <p>By the end of Year 2 80% of the disadvantaged pupils have made the EXS in Phonics. Cohort of 11 children- 6 PP.</p>
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### 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*

Programme	Provider
Third Space Learning	Third Space Learning

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A