

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
School name	St Joseph's Catholic Primary School
Number of pupils in school	172 (Rec-Yr6)
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	R. Whyte
Pupil premium lead	R. Whyte
Governor / Trustee lead	Mrs J. Waugh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,260
Recovery premium funding allocation this academic year	£0
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	£100,260

Part A: Pupil premium strategy plan

Statement of intent

St Joseph's Catholic Primary School has high aspirations for all pupils, both academically, socially and morally. Our aim is that all pupils are well supported to make good progress and develop a lifelong love of learning.

Our school serves an area of deprivation where 72% of our pupils fall in IDACI bands A-F which is classed as the most deprived which is higher than national. 35% of pupils are eligible for the pupil premium grant and more families advise that they struggle financially.

'Comparing the area with the Borough, the North East and England overall, the proportion of pupils achieving a good level of development at Early Years Foundation Stage (EYFS), as at end of Reception is lower, as is the proportion of pupils achieving Expected Standard in combined Reading, Writing and Maths at Key Stage 2. It is also home to worse than England average number of children who are 'not ready' for school.' (Billingham South Ward profile, SBC)

Within school, we have identified barriers to learning including, but not limited to

- Low starting point levels of literacy, communication and language.
- Lack of extended vocabulary.
- Social and emotional difficulties.
- Poverty, including working poor.
- Lack of opportunity for extended opportunities outside of the family home.

Our current strategy plan is working to address these barriers and achieve our aims by:

- Collectively developing pedagogy to ensure quality first teaching.
- Providing targeted early language interventions to support early language acquisition.
- Ensuring daily reviews of learning and implementing immediate support to address misconceptions.
- Developing pupil resilience through school based and external interventions, addressing social and emotional barriers to learning.
- Ensuring all pupils have access to a wide range of experiences through removing financial barriers.
- Ensuring all pupils attend school regularly and support parents to understand the importance of this.
- The pupil premium strategy is part of a whole school strategy, which aims to develop good teaching across the school. Using an evidence-based approach for interventions, coupled with regular review, we aim to tailor our approach to best serve the needs of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Children's starting points on entry to Nursery are often lower than their peers. This is particularly evident in Oral language skills which can impact on their early reading and phonics skills and development. This hinders fluency in reading as they progress through school.
2	Pupils who are eligible for PP can make less progress and attainment in reading, writing and maths.
3	Specific area of need, including social and emotional development can hinder progress and relationships. In some cases, it can have a negative impact on behaviour or cause anxiety, having a detrimental effect on their academic progress. All pupils have the opportunity to engage in all aspects of the whole school life.
4	Attendance rates if below the target of 96%, can cause barriers to learning. This can include morning structure and routines, parental engagement and support and the impact of holidays taken in term time.

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
<p>Improved oral language and phonic skills for pupils eligible for PP in Early Years to enable a positive impact on the progress in KS1 and 2 in reading skills.</p> <p>Pupils develop essential early phonics skills through targeted intervention.</p>	<p>Pupils eligible for PP in Early Years develop essential early phonics and oral skills to impact on their reading so they make rapid progress and meet age related expectations.</p> <p>End of Key Stages show the gap between PP and non-PP is narrowed.</p>
<p>Improved levels of progress and attainment in reading, writing and maths are sustained which impacts on achievement across KS1 and 2.</p>	<p>Pupils eligible for PP make the expected progress in line with non-PP pupils, between Key Stages in reading, writing and maths.</p> <p>Any gaps in knowledge, understanding and development of reasoning skills in maths that may widen as pupils progress through school are closed.</p> <p>There is a rich reading environment which promotes a love of books across the school.</p>
<p>Pupil's social and emotional resilience is improved and impacts positively on their learning.</p> <p>Pupils are engaged in wider aspects of education and school life including enrichment opportunities.</p>	<p>Pupils feel supported socially, emotionally and academically.</p> <p>Pupils enjoy taking part in the extracurricular events and enrichment activities which impacts on their wellbeing.</p> <p>Measurable impact on progress and attainment over time.</p>

<p>Attendance rates for all pupils are closely monitored to ensure any gaps in attendance are closed and impacts positively on learning and wellbeing.</p>	<p>Families feel well supported and this impacts positively on morning structure and routines as well as parental engagement. Pupils' have a positive attitude to punctuality and attendance. A robust system for monitoring ensures improved and sustained attendance for all pupils.</p>
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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: £ 16,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve pupil's resilience through supporting positive social/ emotional development and engagement in wider aspects of education and school life. TAs receive refresher training in techniques to support this and are timetabled appropriately-ref to Wider Strategies	EEF research indicates wider strategies relate to most significant non-academic barriers to success in school, including behaviour and social and emotional support. According to EEF social and emotional learning is low cost for high impact and is rooted in extensive research.	3
Quality first teaching and effective use of TAs-CPD All EY staff actively engage in discussion with pupils during teacher led and self-initiated activities to 'up level' spoken language for pupils. Read Write Inc, and Lexia implemented for EY and KS1 and used as an intervention for KS2 where appropriate. CPD Blast/-Inhouse RWI phonics- External and inhouse RWI Fast track KS2 - External and inhouse	Education Endowment Foundation research indicates that accelerated reading adds +5 months for PP children. EEF research into the effective use of teaching assistants shows that they should add value to what the teacher does if used to deliver high quality 1-1 and small group support, there could be an impact of approximately 3-4 mths progress. Lexia and RWI proven to have an impact on pupils' acquisition of phonics skills and reading across the school.	1 2
Power Maths Scheme and assessments implemented CPD Mastering Number and Sustaining Maths-external Archimedes Maths Hub and inhouse appointed Subject Knowledge and Teaching for mastery-Lead	Archimedes Maths Hub-Power Maths scheme and Mastering Number programme highly recommended in promoting mastery skills in maths. Children cannot access their age-related curriculum without secure knowledge and development of skills of previous objectives. To understand more abstract ideas and broaden their	1 2

Training of TAs to support strategies implemented	mathematical skills with a solid understanding of basic number is essential.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £63,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI implemented across EY into KS1 with daily targeted groups established BLAST-oral programme in nursery	Use of Read Write Inc in school has demonstrated it not only improves phonic and, ultimately reading outcomes, but also engages and stimulates the pupils into reading for pleasure. The BLAST programme has proven to be successful in developing early vocabulary skills.	1
TAs timetabled for daily 'Immediate Intervention'-PP children who have struggled with a concept are immediately supported by class TA or teacher-reading and maths. Streamed 'RWI' Early Years/KS1 Daily 1-1 Extra support RWI RWI Fast track KS2 1-1 small group support for Lexia Daily Targeted Reading support throughout the school including whole class comprehension (KS2) Targeted groups for writing support during and following extended writing sessions	Ref to Teaching Section EEF research into the effective use of teaching assistants shows that they should add value to what the teacher does if used to deliver high quality 1-1 and small group support, there could be an impact of approximately 3-4 mths progress. Immediate Intervention identified as a strength in latest OFSTED March 2019. More able PP children to have access to resources and differentiated targeted teaching to make more rapid progress.	2
Power Maths embedded Mastering Number programme to be embedded for EY/KS1 Sustaining Maths Programme to be embedded throughout the school	Ref to Teaching Section Archimedes Maths Hub Mastery Maths has proven impact to deepen mathematical understanding and application.	2

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

Budgeted cost: £ 20,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Business Manager to monitor attendance alongside Attendance Champion (member of SLT). Continuation of tracking systems to monitor attendance and punctuality. First day response in place to query unexplained absences. Attendance policy in place including 'Leave of Absence' procedures.</p>	<p>NFER-Why school attendance really matters for social mobility-evidence from this research shows that schools with lower attendance coincided with lower attainment and progress among disadvantaged pupils. If a pupil is not attending school or is regularly late for lessons they are not receiving their full curriculum and therefore will make less progress.</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016)</p> <p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance intervention and programmes.</p>	<p>4</p>
<p>Various extra-curricular activities including clubs and sports activities- Engagement of Tees Valley Music Service including support in the payment for violin tuition KS2 Engagement of Sports Coaches KS2 (Costings included in Sports Action Plan) Support Wrap Around Care provision for disadvantaged pupils. Breakfast provided for all pupils through National School Breakfast Programme 'Specific Needs' fund to support with uniform, extracurricular activities including trips/residentials etc</p>	<p>Lego Therapy is a scientifically validated system to help improve social competence while conducting fun, naturally rewarding LEGO clubs.</p> <p>Report from Sutton Trust indicates disadvantaged pupils are less likely to take up extra-curricular activities.</p> <p>EEF research indicates children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons.</p> <p>All children should be given the same opportunities regardless of background. Particular talents should be encouraged and in turn this should have a positive impact on the pupils' self-belief and confidence.</p>	<p>3</p>

Total budgeted cost: £ 100,260

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.**

Many of the Strategies implemented through the Pupil Premium allocation have proven successful over the last few years and therefore continue.

- In Early Years 63% of Pupil Premium pupils achieved GLD which is only just below National other of 69% . This which is an improvement of 13% from last year and is better than 2022 Pupil Premium National which is 49%.
- In Phonics there has been an improvement in outcomes from 2022 with 75% of Pupil Premium pupils achieving the standard and is above 2022 National Pupil Premium which was 62%. In Year 2 67% (4/6 pupils) of Pupil Premium pupils passed the Year 2 resit.
- The Multiplication Check data indicates that the Mean Average Score is closing between Pupil Premium and other pupils is closing (from -8.6 to -1.8).
The Key Stage 2 data indicates a very positive picture for progress of Pupil Premium pupils which better than 2022 National other pupils. Reading 0.44 (Nat 0.41), writing 3.14 (Nat 0.39), maths 1.66 (Nat 0.54). The higher standard CRWM is an improvement from 2022 of 4 % and this is 100% Pupil Premium. Pupil Premium data for the higher standard CRWM is in line with National other data at 10%.
- A number of PP pupils have multiple vulnerabilities across the school. 100% of pupils who have an EHCP are Pupil Premium and 72% of pupils on the SEND register are Pupil Premium. As an inclusive school all the pupils continue to receive targeted intervention (individual plans where appropriate) and have made progress.
- Termly Pupil Progress meetings analyse the progress and attainment of all pupils across the school. Individual Pupil Premium pupils are identified and targeted with appropriate intervention and support where identified to accelerate progress.
- All pupils were provided with PE tracksuit at the beginning of academic year 2023-24 which ensured PP pupils had the correct uniform and supported with the 'cost in living' crisis. All Reception pupils were provided with a school bag and school jumper/cardigan.
- Where a need is identified, Pupil Premium pupils are offered Wrap Around Care which has impacted positively with families who needed this support.
- All pupils have access to a free breakfast through the National School Breakfast Programme. This ensures they are in school on time and are ready for the school day.
- Persistent and overall absence 2022-23 has improved and is lower than National. The Attendance Champion continues to work with, and support, identified families and to ensure the gap continues to close between Pupil Premium and other pupils.
- The behaviour and attitude of the pupils eligible for Pupil Premium funding is good and exceptional across the school, ref to recent Diocesan CSI June 2023.
- Pupil Premium Pupils have accessed Alliance Therapy where appropriate to support with their emotional well-being.
- Early Years and Phase 1 Pupil Premium pupils who have speech and communication delay, have been identified early, referrals have been made where appropriate and this has impacted positively with early speech delay.

All Year 6 and Year 5 Pupil Premium pupils attended their Residential trips this year and all Pupil Premium pupils were able to attend educational and sporting trips without having a negative financial impact on families.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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