# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 (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

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| Detail | Data |
| School name | St Joseph’s Catholic Primary School |
| Number of pupils in school |  |
| Proportion (%) of pupil premium eligible pupils | 53%% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Academic years 2024-2025 |
| Date this statement was published | September2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Debra Hargreaves |
| Pupil premium lead | Debra Hargreaves |
| Governor / Trustee lead | Dave Tindall |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 80885 |
| 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 | £80885 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Decisions about the use of pupil premium funds to support the children at St. Joseph’s are considered in the context of the school and the subsequent challenges faced by our children and their needs. As a school we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil who we have legitimately identified as being socially disadvantaged.  We recognise that all pupil premium pupils are not necessarily low ability and we focus on all disadvantaged pupils to achieve at the highest levels.  Research guidance from the EEF and from our own experience and that of others to support decisions around the usefulness of different strategies, their value for money and those mostly to have impact on improving pupil progress. Our approach can be summed up in the principles below:     * This plan is part of our whole school ethos to is help close the widening and worsening gaps in attainment and progress of our pupil premium children * Achievement data is reviewed regularly and robustly to monitor whether interventions or programmes are working effectively. The school does not simply use data retrospectively to see if something has been successful. * Class teachers, support staff and the PSA know which pupils are eligible for the pupil premium to enable them to assume responsibility for accelerating progress of those individuals, this is monitored by SLT and Pupil Premium champion * This plan will help pupil premium access wider opportunities with school hours and out of school hours. * Pupil premium funding is used successfully to deal with a range of issues, for example: behaviour, confidence, reading, factors outside of school, professional training for staff on helping disadvantages pupils, effective teaching and learning, targeted support and further enrichment. * This plan will ensure that attendance of pupil premium children will at least be in line with the national average of all children. * We acknowledge that wider strategies that support with mental health and wellbeing, attendance and behaviour may also have a positive impact on the success of the child at school. * School takes a tiered approach to Pupil Premium spending. Teaching should be the top priority followed by a targeted approach and wider strategies * Identified children will be given support that will close gap in their learning and knowledge. |

## Challenges

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

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| Challenge number |  |
| 1 | Poor communication and language skills, acquisition and breadth of vocabulary impacts access to the curriculum. |
| 2 | Identified disadvantage children who are not on track to pass phonics test |
| 3 | Disadvantaged children to perform at least in line with national average in R/W/M and phonics attainment at end of KS1 and KS2 |
| 4 | Attendance and Punctuality issues are significantly higher for disadvantaged pupils. |
| 5 | Some PP children show anxiety behaviours such as weaknesses in learning behaviours, both physical and emotional (lack of self-belief, determination, resilience and readiness to learn). They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. |
| 6 | Complex family lives and involvement from external agencies. Parental engagement of PP and vulnerable families continues to require substantial support from PSA |
| 7 | To allow all children to have experiential activities and informative educational visits. |

## 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 |
| To ensure children have access to enriched vocabulary, and development of oracy skills. | Oracy across the curriculum and social time develops confidence and develops into writing |
| Outcomes and progress for all pupils and specifically for disadvantaged pupils are at least in line with national expectations at the end of KS1  and in year 1 phonics screening check. | Data shows that PP children are catching up with non-PP children. Gap between attainment and progress for national data for all children is closing |
| Outcomes and progress for all pupils and specifically for disadvantaged pupils are at least in line with national expectations at the end of KS2  and in Y4 multiplication check. | Data shows that PP children are catching up with non-PP children. Gap between attainment and progress for national data for all children is closing |
| Attendance for whole school including  disadvantaged continues to rise and is better than local and national data | Children are happy and confident to come to school and attendance for all groups is at least in line with local national and Trust attendance |
| Identified children receive intervention to  support SEMH needs PSA supports identified families and children through  external agencies and in school support. | Children show more resilience Parents are more engaged in understanding how family / school influences affect children’s learning. |
| To ensure that identified children have access wider opportunities with school and school will support with wider opportunities that are provided within the local community | Heavily subsided educational visits, experiences provided in school such as live theatre, cultural and sporting activities |

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:

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional teacher to ensure small teaching group for KS2  £46541 | All research suggests that expose to high quality teaching in smaller groups is highly effective in improving progress and attainment. | 3 1 |
| Targeted KS1 and EYFS interventions to be carried out by TA | Early invention is the best approach in reducing the disadvantaged gap | 1 2 3 |
| CPD for staff on Soundswrite and master classes for phonics lead  £615 | All staff access to Soundswrite portal for up-to-date training on phonics. Those new to school and staff delivering the phonics will be given the latest training and use the latest resources that emphasis fluency. | 1 2 |

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

Budgeted cost: £

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TA support  £6675 | TAs are used (after full training) to carry out post and pre teaching activities and delivery of specific interventions | 1 2 3 |
| HlTA support | Delivery of specific interventions. | 1 2 3 |
| TT Rockstars whole school | Effective app which is an essential tool for engaging children effectively in school and at home. EEF – Homework, August 2021 | 3 |

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

Budgeted cost: £ *[insert amount]*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of parent support officer  PSA role effectively deployed to address attendance, wellbeing and support pupil’s SEMH needs and parental engagement and support  £20272 | An invaluable role that allows us to form good relationship with vulnerable families and support with the heavy safeguarding workload.  Attendance is above national and absence rates in line with national  Feedback from parents and pupils that wellbeing is supported | 1 4 5 6 |
| Breakfast club subsidy  £2400 | Due to the school’s locality and socio-economic challenges, we subsidise breakfast club to ensure all children have access to a breakfast and to support working parents with morning childcare. | 1 2 3 4 5 |
| Subsidy of school trips/residentials/enrichment activities and visits  £4382 | We commit to wider experiences in the local area and beyond. We do not make this cost prohibitive. Educational visits are charged at a very low cost or fully subsidised and targets our most disadvantaged and “working poor” families | 5 7 |

**Total budgeted cost: £80885**

# 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 2023 to 2024 academic year.

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| * GLD attainment in 2023 for disadvantaged pupils attaining in line with other pupils, both nationally and at St. Joseph’s. * Y1 phonics attainment was up 29% on 2023, which has closed the gap to national other pupils with the in-school gap remaining closed. Y2 phonics in a small cohort one child did not achieve * Multiplication check.Disadvantaged:attainment in-line with national other pupils. * In KS2 disadvantaged attainment has improved in Writing but remains similar to 2023 in both Reading and Maths. 11% of disadvantaged pupils achieved Greater Depth in Writing, which is an improvement on previous years and reduces the gap to national other pupils to 5%. No disadvantaged pupil reached higher standard in Reading or maths which has opened the gap to national other pupils * Many children who were expected to reach age related expectations or higher at KS2 fell just below the criteria to meet it. * Taking on an additional teacher to ensure small classes and carrying on with well thought out planned intervention programs, nature and PSA support will close any gaps |

## 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*

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| Programme | Provider |
| Times Table Rockstars | TT Rockstars |
| Wellcom and Talk Boost early years intervention for EYFS | GL assessment  Speech and Language UK |
| Early Mental Health Practitioner (EMHP) | Alliance Psychology Services |
| Life to the Full RSHE Programme (for Catholic Primary Schools) | TenTen |
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## Service pupil premium funding (optional)

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

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| --- | --- |
| 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? |  |

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**Further information (optional)**