# 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

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| Detail | Data |
| School name | St Joseph’s Catholic Primary School |
| Number of pupils in school | 120 |
| Proportion (%) of pupil premium eligible pupils | 38% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023- 2026 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Kirsty Evans |
| Pupil premium lead | Kirsty Evans |
| Governor / Trustee lead | Mary Wood |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £56,024.16 |
| 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 | £56,024.16 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Joseph’s Catholic Primary School, we are a welcoming, inclusive and nurturing environment. We live out our mission statement to love God, love learning, love one another. We want all of our children, no matter what their circumstances, to have the same opportunities and life chances. We believe no child should be at a disadvantage academically due to their background. All members of staff and the governing body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. In order to be highly successful in improving achievement for the children eligible for pupil premium, we:  · Carefully ringfence the funding so that it is always spent on the targeted group of pupils.  · Thoroughly analyse which pupils are underachieving and why.  · Draw on research evidence (such as the Education Endowment Foundation) and evidence from our own and others’ experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement.  · Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.  ·Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.  · Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.  · Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.  · Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.  · Thoroughly involve governors in the decision making and evaluation process. |

## 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 | A significant number of children come into nursery with poor communication skills |
| 2 | A significant number of children come into nursery/reception below age related expectation in core areas of learning |
| 3 | Attendance is poor (high percentage of PA) |
| 4 | A significant number of children have poor social and emotional skills |
| 5 | A significant number of children suffer from low self-esteem and self-confidence |
| 6 | A significant number of children have little or no educational support from home |

## 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 improve communication skills | PP children will be able to communicate effectively with peers and adults |
| Overcome barriers to learning in EYFS that may prevent PP pupils from achieving a good level of development | 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 |
| Overcome barriers to learning in KS1 that may see PP pupils achieving lower  than their non-PP counterparts in phonics | 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 |
| Overcome barriers to learning in KS2 that may see PP pupils achieving lower  than their non-PP counterparts in reading, writing and maths | 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 |
| Increase rates of attendance of persistent absentee PP children | Attendance rates for PP children are 95% or above |
| Overcome barriers to learning associated with lower social and emotional well-being and self-esteem | Improvements are seen in PP children’s emotional well-being, self-esteem and confidence |
| Access to a wide range of opportunities (extra-curricular) for all pupils | Data shows that extra-curricular clubs are well-attended by PP children  Improvements are seen in PP children’s confidence, resilience and team work |

## 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: £2,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for all staff (EYFS-Year 6) in reading- Sounds, Write training for new staff and refresher training for all staff | EEF state that:  - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  - Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.  - Training staff to ensure they have the necessary linguistic knowledge and understandings. It is vital to refresh training every 3 years. | 1, 2 |
| CPD for all staff (EYFS-Year 6) to deliver ‘mastering number’ | NCETM state that:  - This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.  - Knowledge of multiplication and division and its applications forms the single most important aspect of the KS2 curriculum, and is the gateway to success at secondary school. This project enables pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense. | 2 |

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

Budgeted cost: £34,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Establish small group or one-to-one maths, reading and writing tuition interventions to support pupils in EYFS, KS1 and KS2 to make good progress and reach at least ARE | EEF state that:  -Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.  -Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.  -Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit.  -One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil’s understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. | 1, 2, 6 |
| Online resources to support learning at home and school such as TT Rockstars, Accelerated Reader and Sounds Write | EEF state that:  -There are a number of high-quality digital interventions currently available and support the robust evidence of a positive impact on learning. Technology can benefit disadvantaged students that have, low learning disability, special educational needs more so than non-disadvantaged students.  -Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.  -Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. | 1, 2, 6 |
| Opportunities for creative writing with local authors to develop writing skills | National Literacy Trust state that:  -Children who had an author visit to their school were more likely to have high levels of confidence in their reading (36.8% vs 25.1%) and writing (21.9% vs 16.9%) capabilities than their peers who didn't receive a visit. | 1,2, 5 |

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

Budgeted cost: £20,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Subsidised wraparound breakfast club and after school club | Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year, according to the results of a randomised controlled trial published by the EEF.  The evaluators reported that the pupils’ concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who actually attend, by creating better classroom environments. The impact for Year 6 pupils was slightly smaller but still promising.  -The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment. | 2, 3, 4, 5 |
| To subsidise school trips and residentials to enable all children to access wider opportunities. | EEF state that:  -Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.  - Benefits of Arts activities: more positive attitudes to learning and increased well-being have consistently been reported. | 4, 5 |
| ‘Lego Therapy’ and ‘Talk about’ groups  Outside agency (EWEL team) to deliver programme to children as required | EEF state that:  -Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.  - Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.  -Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.  -SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. | 4, 5 |

**Total budgeted cost: £***56,000*

# 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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| Some key figures to note:  **Attendance-** Overall attendance rate for the school in 2023 -24 for all pupils was 91.3% compared to 94.5% nationally. Persistent absence rate was 32.6% compared to 15.2% nationally. Persistent absence rate of pupils who are eligible for the pupil premium was 42.9% compared to 28.1% nationally. Persistent absence rate of pupils who are not eligible for the pupil premium was 21.4% compared to 10.7% nationally.  **EYFS-** 75% of all Reception children achieved a Good Level of Development. 75% of pupils who are eligible for the pupil premium achieved a Good Level of Development.  **Phonics:** 69% of all Year 1 pupils achieved the expected standard in phonics. 50% of pupils who are eligible for the pupil premium achieved the expected standard in phonics. 100% of all Year 2 pupils achieved the expected standard in phonics. 100% of pupils who are eligible for the pupil premium in Year 2 achieved the expected standard in phonics.  **Key Stage 2:** 57% of all Year 6 children achieved the expected standards in reading, writing and maths. 50% of pupils who are eligible for the pupil premium achieved the expected standards in reading, writing and maths. |

## 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 |
| N/A | N/A |
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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? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? |  |