

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	96
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023- 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Kirsty Evans
Pupil premium lead	Liam Hunt
Governor / Trustee lead	Mary Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,015
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	£48,015

Part A: Pupil premium strategy plan

Statement of intent

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 were 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 were 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.

Challenge number	Detail of challenge
1	A significant number of children come into nursery with poor communication or a lack of good English
2	A significant number of children come into nursery/reception with lack of skills
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/ 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.

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	PP children will achieve good level of development in reading, writing and maths at end of Reception
Overcome barriers to learning in KS1 that may see PP pupils achieving lower than their non-PP counterparts in phonics	PP children will meet expected standard in phonics
Overcome barriers to learning in KS1 that may see PP pupils achieving lower than their non-PP counterparts in reading, writing and maths	PP children will meet expected standard or greater depth at end of Key Stage 1
Overcome barriers to learning in KS2 that may see PP pupils achieving lower than their non-PP counterparts in reading, writing and maths	PP children will meet expected standard or greater depth at end of Key Stage 1
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 and self-esteem
---	---

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: £2,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in reading and fluency. Sounds, Write training for new staff.	All new staff will receive training in how we teach phonics. Those staff delivering the phonics will be given the latest Sounds Write training and use the latest resources that emphasis fluency. 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. EEF – Phonics It is vital to refresh training every 3 years.	1, 2
CPD for staff to deliver the mastery approach in maths effectively (training new staff)	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. (EEF Teaching and Learning Toolkit)	2
CPD for a member of staff in ELSA (Emotional Literacy Support Assistant) to support the emotional needs of children.	NfER briefing for school leaders identifies children's mental health has to be in a positive place before learning can take place.	3, 4, 5

<p>A member of staff to be trained by the Royal Shakespeare Company to improve writing outcomes.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes there is a growing consensus that promoting effective professional development plays a crucial role in improving classroom practice and outcomes.</p> <p>EEF – effective professional development</p>	<p>1, 2, 4, 5</p>
--	---	-------------------

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

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths tutoring support delivered x2 weekly.</p>	<p>Children are assessed constantly and so their interventions are matched to their areas of weakness, the teacher is able to see area of weakness immediately and provide resources and interventions based on their needs.</p>	<p>1, 2, 5, 6</p>
<p>Online resources to support learning at home and school such as TT Rockstars</p>	<p>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.</p> <p>EEF</p>	<p>1, 2, 5, 6</p>
<p>Speech and Language support through clear talking to deliver high quality individual speech and language programs.</p>	<p>An essential role within school Oral language interventions (also known as speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom they include dialogic activities.</p> <p>EEF</p>	<p>1, 2, 5</p>

Opportunities for creative writing with local authors to develop writing skills.	Children who had an author visit to their school were also 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. National Literacy Trust	1, 2, 5
Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations	Research shows that small group targeted interventions show a strong positive benefit of between four and six additional months on average. (EEF Teaching and Learning Toolkit)	1, 2, 6
Establish small group reading interventions for disadvantaged pupils falling behind age-related expectations	Research shows that small group targeted interventions show a strong positive benefit of between four and six additional months on average. (EEF Teaching and Learning Toolkit)	1, 2, 6
Establish small group writing interventions for disadvantaged pupils falling behind age-related expectations	Research shows that small group targeted interventions show a strong positive benefit of between four and six additional months on average. (EEF Teaching and Learning Toolkit)	1, 2, 6

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to wraparound breakfast club and after school club	Breakfast club that offers pupils in primary school a very low cost 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 EEF	2, 3, 4, 5

<p>To subsidise school trips and residentials to enable all children to access wider opportunities.</p>	<p>We commit to wider experiences in the local area and beyond. We do not make this cost prohibitive.</p>	<p>5</p>
<p>EWEL team to deliver emotional, wellbeing and effective learning strategies programme to children as required.</p>	<p>NfER briefing for school leaders identifies children's mental health has to be in a positive place before learning can take place.</p>	<p>6</p>
<p>'Lego Therapy' groups</p>	<p>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. (EEF Teaching and Learning Toolkit)</p>	<p>4, 5</p>
<p>'Talkabout' groups</p>	<p>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. (EEF Teaching and Learning Toolkit)</p>	<p>4, 5</p>

Total budgeted cost: £48,015

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.

Some key figures to note:

Attendance Overall absence rate for the school in 2022 -23 for all pupils was 8%.

EYFS 71% of all reception children achieved a Good Level of Development compared with 60% of PP children.

Phonics 78% of all year 1 pupils achieved the expected standard in phonics compared with 0% of disadvantaged children.

Key Stage 1 78% of all pupils achieved the expected standard in reading, writing and maths compared to 50% of disadvantaged children.

Key Stage 2 82% of children achieved the expected standards in reading, writing and maths compared to 60% of disadvantaged children.

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
N/A	N/A

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?	
--	--