



St. Joseph's Catholic Primary School

Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium 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	633 including Nursery
Proportion (%) of pupil premium eligible pupils	13.6%
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Julian Rakowski Headteacher
Pupil premium lead	Samanta Sasenarine Inclusion Manager
Governor lead	Anita Marshall Hilary Turner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of intent

At St. Joseph's Catholic Primary School our intention is that **all** children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

We recognise that some children will require extra help and therefore the focus of our Pupil Premium strategy is to support disadvantaged children (whether entitled to Pupil Premium funding or not) to achieve their goals, including progress for those who are already high attainers and to narrow the gaps between all groups of learners.

We endeavour to improve outcomes by:

- Providing quality first teaching.
- Providing effective additional adult support where required.
- Providing all staff with effective CPD to ensure needs are met.
- Providing effective intervention programmes for phonics, reading, spelling and writing.
- Supporting children's development of their Personal, Social, Emotional and Mental Health and Wellbeing needs.
- Supporting families so that their children will be able to access all areas of the curriculum, including educational visits and visitors to school, participate in extracurricular clubs and school residential trips.

We will ensure that:

- All staff are aware of who our disadvantaged children are and what they need.
- Leaders and staff are involved in continually monitoring pupil progress and addressing gaps in learning.
- Vulnerable children are identified and we address the challenges they face, and support their needs regardless of whether they are disadvantaged or not.
- Our whole school approach to raising expectations is embraced including recovery programmes and targeted support.

At St. Joseph's Catholic Primary School, we acknowledge that parents are their children's first educators and play a vital role in educating their children. We work in unison with parents to ensure that our provision meets everyone's high expectations so that our children are provided with not only the best possible start to their lives, but continued growth and development.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points in Early Years
2	Attainment gaps
3	Children have limited experiences beyond their home life
4	Persistent absence levels too high
5	Poor parental engagement and low aspirations
6	Limited access to books, libraries and technology

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
1. Each disadvantaged child reaches their full potential.	<ul style="list-style-type: none">• High expectations of all pupils• Quality first teaching in class• Close monitoring of assessment by Senior Leaders and Governors• Targeted intervention programmes• Gap between PP and non-PP pupils narrowed
2. Better parental engagement	<ul style="list-style-type: none">• Regular updates for parents• Curriculum workshops for parents throughout the year• Parent meetings/surveys show appropriate support is in place for their children• Strong pastoral team to support parents• Coffee mornings for parents• Parents feel involved
3. Disadvantaged or vulnerable children improve attendance and punctuality	<ul style="list-style-type: none">• Attendance officer monitors and addresses poor attendance and punctuality with families

	<ul style="list-style-type: none"> • Robust school procedures in place for attendance • Attendance and punctuality of PP pupils increases
4. Pupils access a wide range of enrichment experiences	<ul style="list-style-type: none"> • Enrichment opportunities embedded into the curriculum • Social skills, independence, resilience and team work are developed • All children have access to enrichment opportunities
5. The disadvantaged or vulnerable children achieve good progress with phonics and subsequently achieve good progress and with reading, spelling and writing.	<ul style="list-style-type: none"> • Children attaining at the lowest 20% of each class in phonics/reading meet their challenging targets. • Parents attend Phonics and Reading presentations. • Families increase use of library.
6. The disadvantaged or vulnerable children are supported with their social, emotional, mental health and wellbeing.	<ul style="list-style-type: none"> • Mental Health and Wellbeing champions see workload reduce. • Referrals to CAMHS cease. • Children have increased self-esteem, are confident, independent and have good mental health and wellbeing. Children use a variety of strategies help regulate their social and emotional wellbeing. • Children know how to look after their mental health and wellbeing.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in teaching of phonics and early reading	EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading. One to one reading interventions will provide targeted support for pupils that are identified as having low prior attainment or have identified needs.	1, 2, 3, 5
CPD for class teachers in Early Language acquisition, phonics interventions, early reading and writing.	EEF evidence on the development of language and literacy being especially important for pupils with English as an Additional Language (EAL).	1, 2, 3, 5
Employment of specialist Music Teacher.	EEF Arts Participation view is that it will enable pupils to have better academic outcomes in other areas of the curriculum.	1, 3, 5, 6
Employment of specialist PE Apprentice.	EEF Arts Participation view is that it will enable pupils to have better academic outcomes in other areas of the curriculum.	1, 3, 5, 6
Employment of specialist Play Therapist one day per week.	EEF behaviour and aspiration interventions	1, 3, 5, 6

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher/TA led interventions - small group interventions to improve reading, writing and maths	Oral language interventions have a positive impact on children's language skills.	1, 2, 3, 5

skills for who have relatively low spoken language skills or are behind.	Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment	
Purchase of online subscriptions to websites that complement learning both at school and at home: Little Wandle Times Tables Rock Stars Twinkle Key Stage History Oddizzi Geography Typing	Online approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading, spelling and maths.	1, 2, 3, 5
Speech and Language interventions targeted at particular children across all year groups including Colourful Semantics and Lego Therapy.	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression	1, 2, 3, 5
Subsidising Morning drop-off club	This allows pupil premium children to be in school early and settles them for learning for the rest of the day.	4, 6

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

Budgeted cost: £15,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school implementation of Voice21	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support	1, 2, 4, 5

	learners' use of vocabulary, articulation of ideas and spoken expression.	
Rainbows support for children who have suffered significant loss in family situations.	Nurturing and developing the emotional health, resilience and well-being of children, young people and adults who have experienced a significant loss through death, relationship breakdown or other Adverse Childhood Experiences	1, 4, 6
Children with social, emotional difficulties are fully supported to achieve good mental health and wellbeing with our school counsellor/ Mental Health Lead	EEF - Children are able to thrive in our setting following interventions. Building up of self-confidence and having strategies to cope with issues	1, 4, 6
For disadvantaged pupils fund educational visits and visitors to school	All pupils to continue to have access to extra-curricular opportunities alongside their peers to ensure wide experience of activities and curriculum/life enrichment in line with their peers.	1, 4, 5, 6

Total budgeted cost: £113,110