

Pupil premium strategy statement – St Joseph’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	334
Proportion (%) of pupil premium eligible pupils	22.75%
Year	2024-2025
Date this statement was published	January 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Louise Bury
Pupil premium lead	Mrs Abi Hackley/Mrs Louise Bury
Governor / Trustee lead	Dr Vincent Brennan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,480.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112,480.00

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At St Joseph's Catholic Primary School, we aim to use Pupil Premium funding to ensure all children have the opportunity to reach their full potential.

Our previous Pupil Premium strategy has now been reviewed and updated for the academic year 2024-25.

Regular reviews allow us to refocus on the challenges that are within and across our school community and although some barriers may remain the same, it is important to ensure that we are focussing Pupil Premium funding in the areas that are most needed by our pupils and their families.

The school draws from research alongside analysing individual and school group data to identify barriers to learning and ensure money is used appropriately to work towards overcoming these.

Our objectives are:

- To narrow the attainment gap between 'disadvantaged' and 'non-disadvantaged' pupils.
- For all 'disadvantaged' pupils to have the chance to reach their full potential and leave our school as independent and confident individuals
- To engage with parents and carers in the education of their child and incorporate specialist teaching and outside agencies where necessary for support and guidance.
- To refer to existing evidence about the effectiveness of different strategies
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

School have written a spending plan for this academic year which details the 7 key challenges- identified by the school - along with success criteria and strategies towards achieving our objectives.

Key principles of the strategy plan:

- Identifying the specific challenges faced by our 'disadvantaged' and 'vulnerable' pupils
- Ensuring that all stakeholders (teachers, leaders, governors, parents..) are involved and aware of this strategy and know their role in ensuring this happens.
- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This means that not all children receiving Pupil Premium will be in receipt of additional support/interventions at one time- some support may be classroom based.
- Evaluate the strategy after implementing using baseline assessments, summative data and pupil voice feedback

Quality first teaching is fundamentally important in the attainment and progress of all of our pupils, regardless of their eligibility for Pupil Premium funding.

As a proven strategy for closing the disadvantage gap, a focus on high quality teaching is central to our approach to spending the Pupil Premium funding. This includes staff CPD and mentor support from our Senior Leaders in order to ensure that all children make progress.

Our focus, however, is not simply on academic performance but also on supporting children with their mental health and wellbeing: providing all of

our children with access to a well-balanced curriculum, including enrichment opportunities, experiences and extra curricular activities.

This will not only enhance understanding, but will strengthen and build pupils' personal development, their emotional health and mental wellbeing as well as developing a broader cultural capital among disadvantaged children.

Challenges

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

	Detail of challenge
1	<p>Although improved, the amount of children, who are in receipt of Pupil Premium, who achieve ARE or more by the end of KS2 need to be increase, as well as across the school.</p> <p>KS2 2024 data: Reading 4 pupils 7%, Writing 5 pupils 7% and Maths 5 pupils 7% <i>% is of the cohort</i></p>
2	<p>In Writing, the amount of children, who are in receipt of Pupil Premium, working at Age Related Expectation or above could be improved.</p>
3	<p>Quality first teaching is proven to be the most effective strategy to accelerate pupil progress. Staff CPD including coaching and modelling through external training as well as internally from leaders- will ensure that staff are planning for progress of every child, supporting and challenging effectively in all areas of the curriculum.</p>
4	<p>Staff awareness of specific SEND needs can impact on a child's progress over time. Many of our children, who are in receipt of Pupil Premium funding, also have other learning and/or physical needs, which require extra support from class teachers and/or support staff.</p> <p>2024 data: 18 of the children who are on the SEN register, are also in receipt of Pupil Premium.</p>
5	<p>A child's social, emotional and mental health (SEMH) can impact on a child's progress and attainment. Some of our children, who are in receipt of Pupil</p>

	Pupil Premium funding, have needs which can affect their wellbeing and therefore hinder their progress. This also includes behavioural needs.
6	As a school, we need to be aware of- and address- any social and economic factors that prevent children, who are in receipt of Pupil Premium funding, from accessing the same opportunities as their peers.
7	Attendance data from 2022-2023 demonstrates that attendance for disadvantaged pupils was lower than that of non-disadvantaged pupils. Whole school average attendance 2022-2023 93.2% Whole school average attendance for PP 2022-2023 91% Whole school average attendance for PP 2023-2024 89.8%

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
<ul style="list-style-type: none"> To have more children, who are in receipt of Pupil Premium funding, achieving ARE in core subjects both at the end of Y6 and across the school. 	<ul style="list-style-type: none"> Staff will have an increased understanding of who the Pupil Premium children in their class are, and target effective provision – particularly through use of staff and opportunities for intervention groups. Staff to ensure that Pupil Premium children are receiving verbal feedback regularly throughout lessons, to ensure progress is being made and challenges are being completed. Pupil progress meetings carried out termly to identify any children who could be targeted to achieve GD. Any child in receipt of Pupil Premium funding must have actions and barriers completed. Aspirational targets set for all PP children (in consultation with class teacher) so that they can be targeted to make accelerated progress.
1. To see an improvement in the number of children, who are in receipt of Pupil Premium funding, working at Age Related Expectation or above in core subjects, particularly in Writing.	New writing scheme implemented and regular CPD for staff to ensure implementation is effective. <ul style="list-style-type: none"> Pupil Progress meetings carried out termly to identify any children who are struggling to make expected progress. Through these meetings, progress, provision and practice monitored to ensure effective provision in place. Aspirational targets set for all PP children (in consultation with class teacher) so that they can be targeted to make accelerated progress. Number of children making slow/significantly slow progress to reduce.

	<ul style="list-style-type: none"> • Staff to be more confident in how to support children who are not on track to make expected progress. • Staff to ensure that Pupil Premium children are receiving verbal feedback regularly throughout lessons to ensure progress is being made. • Staff CPD in core curriculum areas to provide more targeted support in reading, writing and maths. <ul style="list-style-type: none"> • Core subject leaders to monitor and support staff through coaching and modelling. • Staff will be more confident directing and supporting support staff, differentiation, scaffolding and targeted interventions. • Children’s reading logs will be monitored to ensure more reading at home, which will impact on reading progress over time. PP children to be heard read aloud on a regular basis • PP lead to investigate possible subscriptions/resource books that could help children make accelerated progress.
<p>2. Children’s progress will improve as a result of quality first teaching. Staff CPD will have been completed- including coaching and modelling from SLT- to ensure that staff are planning for progress of every child, supporting and challenging effectively.</p>	<ul style="list-style-type: none"> • Staff will receive CPD in core curriculum areas to provide more targeted support in writing, but also reading and maths. • Core subject leaders to monitor and support staff through monitoring, coaching and modelling. • Curriculum areas to be led and monitored effectively by subject leaders- ensuring all children have access to a broad and balanced curriculum. • Pupil voice will show that children are engaged in their learning and have high aspirations (SLT to include a selection of PP children in any pupil voice carried out. • Subject leaders, with the support of the Curriculum lead, will analyse data regularly and be proactive with support for staff, ensuring that the needs of the children are being met and supported.
<ul style="list-style-type: none"> • Staff will be more aware of SEND needs in their classes and this will have a positive impact on children’s progress. 	<p>Staff have increased understanding of pupil premium children, who also have SEND. They will target effective provision – particularly through use of staff, communication with parents and SENCo and use of IPP plans to target children who have gaps in their learning.</p> <ul style="list-style-type: none"> • More children receiving SEND support should meet ARE in core areas. • SENCo will hold regular meetings with class teachers, parents and leaders to discuss any progress concerns with any children who are have SEND and are in receipt of PP funding. • Staff will receive specialist training in some areas of need, specific to our children. <ul style="list-style-type: none"> • Ongoing revisiting of the Trauma informed strategies to continue effective implementation and delivery. • Staff voice will identify where support is needed in order to help children with SEND to progress in their learning. • Interventions carried out through the whole school to support the needs of the children.

	<ul style="list-style-type: none"> • SEND records will be updated to include specific baseline assessment data • Move to a whole school intervention map produced and- where possible, staff deployed to the needs of the whole school, not just classes/phases - looking at 2025-6 to finalise. <p>Speech and language support for children who have been identified as having a need.</p> <ul style="list-style-type: none"> • Use of GL assessment and NHS SALT to identify and prioritise S&L need of children and relevant interventions to be set up. <ul style="list-style-type: none"> • Interventions such as Lego and art therapy to continue. • Targeted support from Enhanced Speech and Language therapist who attends school weekly • Staff trained and guided by S&L therapist in order to deliver sessions effectively. <p>Training in dyslexia to improve quality teaching.</p>
<ul style="list-style-type: none"> • As a school, we will have more of an understanding of children’s SEMH needs and children themselves will also have more awareness of their own mental health and be aware of a range of strategies to help themselves to regulate their emotions and behaviour. 	<p>Initial concern forms will be more established so that SENDCo and Pastoral team can support any children who are raising concerns regarding mental health. Includes tracking of My Concern for known pupils.</p> <ul style="list-style-type: none"> • Referrals made to outside agencies where necessary • Pastoral team to work closely with children who have been flagged by any staff member for SEMH needs. • Continue with WEST wellbeing service to target children and families to ensure their continual mental health and wellbeing is of a high priority. Specific work on SEMH to ensure attendance, wellness and personalised barriers to learning are recognised, targeted and overcome. • Monitoring of the PSHE scheme taught in classes to ensure that it is having an impact on the most vulnerable children and covers all of the aspects that they may be facing- in and out of school. • 1:1 sessions to continue for weekly check ins with identified children • Ongoing review, monitoring and implementation of the Behaviour policy – thermometer. • Anyone who is in receipt of PP funding, and whose behaviour is causing a concern, will be flagged to SENCo/Pastoral/SL. This can be monitored through Arbor - school systems are in place for this at present. • Forest school / alternative sessions will continue to provide ‘other opportunities’ for children in school. Success away from academia can promote improvements in mental health and wellbeing. • Parents have daily access to members of SLT and management team, who are on the gate at the beginning / end of each day. Pastoral Team is on the school gate each morning to meet and greet. This continues to strengthen relationships with parents and children.

<p>3. As a school, we will use the Pupil Premium funding to reduce the social and economic factors that prevent children, who are in receipt of Pupil Premium funding, from accessing the same opportunities as their peers.</p>	<ul style="list-style-type: none"> • Parents financially supported so that children can take part in enrichment opportunities – visits out of school, music tuition, residential... Access to school trips/experiences helps children to deepen their understanding and sense of purpose / belonging. <p>As a school, we will use the Pupil Premium funding to reduce the social and economic factors that prevent children, who are in receipt of Pupil Premium funding, from accessing the same opportunities as their peers. Build a schema which links their learning to real life experiences, this helps them to remember more.</p> <ul style="list-style-type: none"> • Children encouraged to learn to play a tuned musical instrument. Studies show that learning to play an instrument and read music can improve children's focus and concentration. • All children are encouraged and supported with a healthy nutritious diet while at school. • All children who are in receipt of PP funding are provided with the option of a free hot meal, milk at breaktime and a fruit snack (KS1). This also includes breakfast club, also part of our early help. • PP lead to investigate possible subscriptions that could help children make accelerated progress.
<ul style="list-style-type: none"> • School's attendance will remain higher than the national average for the year. Attendance of the children in receipt of Pupil Premium funding, will be more in line with National Average. The number of 'persistent absentees' that are in receipt of Pupil Premium will reduce. 	<p>Target for school- 96% (National 95%)</p> <p>Pastoral and Attendance team, along with Key Stage leads and teachers, will track and monitor attendance, communicating with parents/carers where this is an issue.</p> <p>Meetings will take place with parents to support better attendance and if needs be parent contracts will be created to support the whole family and address any barriers or concerns together.</p> <p>SEMH work to be carried out to ensure that this is not a barrier. (including Early Help- breakfast club etc)</p> <p>Incentives introduced to aim to raise children's attendance.</p>

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: £ 38,000 (£20,000; £18,000) plus staffing costs

Activity and any costings	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Class teachers to target and prioritise PP children through first quality teaching and planned intervention.</i></p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged and lower prior attainers than other pupils.</p> <p>EEF Feedback</p>	<p>Challenge 1-4</p>
<p><i>Provide financial support to enable pupils to be able to visit off site educational settings and attend further opportunities eg school trips to enrich the curriculum, support with attendance including taxi journeys and after school provision.</i></p> <p>£18,000</p>	<p>School uniform policies are thought to complement the development and support of a whole school culture and approach which may assist pupil discipline and motivation.</p>	<p>Challenge 6</p>
<p><i>Nurture support 1-1 and group sessions based in the school's nurture room or in the classroom/outdoor classroom. Cost of staff member</i></p>	<p>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 increase academic attainment.</p> <p>EEF Individualised Instruction 4</p>	<p>Challenge 3, 4, 5 and 6</p>
<p><i>Purchase of computing equipment – Monitoring of usage and skills will be led by the SLT and Computing Coordinator</i></p> <p>£20,000</p>	<p>Evidence provided by EEF's research into 'using digital technology to improve learning suggests that technology used effectively can be the potential to increase the quality and quantity of practice that pupils undertake both inside and outside the classroom.</p>	<p>Challenge 3,4 and 5</p>

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

Budgeted cost: £ 60,000 (£4752.00; £55,648 staffing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Provide targeted pupils with free access to breakfast club to motivate them to be in school early. £4,752.00</i></p> <p>£528.00 per month</p>	<p>Through conversations with PP pupils, low attendance and poor punctuality could be diminished if breakfast club was attended.</p>	<p>Challenge 4, 5, 6 and 7</p>
<p><i>Provide nurture for those disadvantaged children who have been through or are going through trauma</i></p>	<p>Mentoring for PP children may be more beneficial with the development of a trusting adult or peer.</p> <p>EEF Mentoring</p>	<p>Challenge 4,5,6 and 7</p>
<p><i>Provide focussed interventions for reading and comprehension for PP children.</i></p> <p><i>Half an hour a week for 6 children over six weeks.</i></p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support</p> <p>EEF Small Group tuition</p>	<p>Challenge 1,2 & 3</p>
<p><i>Targeted parent learning sessions so that parents can better support at home.</i></p>	<p>Parental Involvement is consistently associated with pupil's success at school.</p> <p>It has a positive impact on average of 4 month' additional progress. But it is crucial to consider how to engage with all parents to avoid widening the attainment gap.</p> <p>EEF Parental Involvement</p>	<p>Challenge 4, 5 and 6</p>
<p><i>Additional daily reading for those PP children of need and a keep up, not catch up approach for early reading.</i></p>	<p>Small group tuition approaches can support pupils by providing intensive, targeted academic support. Small group tuition offers an opportunity for greater levels of interaction and feedback.</p> <p>EEF Small Group Tuition</p>	<p>Challenge 1, 3 and 3</p>
<p><i>Implementation of Precision teaching to enable PP children with specific difficulties to be supported in their learning.</i></p> <p>TA2 afternoons each week</p>	<p>More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers.</p> <p>EEF Individualised Instruction.</p>	<p>Challenge 1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £ 14,080 (£4080; 10,000)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Prioritise the implementation of Nurture being available at lunchtimes.</i></p> <p><i>Lunch cover staff cost...</i></p>		Challenge 4, 5 and 6
<p><i>Fund peripatetic music, after-school clubs, trips, residential and other extra-curricular activities. This will enable PP children to have an enriched curriculum and will develop their cultural capital and wellbeing.</i></p> <p><i>FAME for Year 4</i></p> <p>£10,000</p>	<p>By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>EEF Physical Activity</p> <p>Pupils need to be educated citizens, introducing them to the best that has been thought and said and helping engender an appreciation of human creativity and achievement. OFSTED 2019</p> <p>EEF Aspiration/Intervention</p>	Challenge 4, 5 and 6
<p><i>Weekly monitoring of PP absence and regular meetings with parents of persistent absentees.</i></p>	<p>Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter.</p> <p>EEF Parental Engagement</p>	Challenge 7
<p><i>Provide Alternative Provision for PP children</i></p> <p>Alternative curriculum</p> <p>Wild Goose Farm – Spr 2</p> <p>Sum 1 Sum 2 Total £2400</p> <p>Transport - £960</p> <p>Bonterre Grow to Eat Project</p> <p>Aut 1 Sum 1 – Travel cost £720 Provision Free</p> <p>Total £4080</p>	<p>Pupils need to be educated citizens, introducing them to the best that has been thought and said and helping engender an appreciation of human creativity and achievement. OFSTED 2019</p> <p>EEF Aspiration/Intervention</p>	Challenge 4, 5 and 6 (impacts on 7 too)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Skills workshop and wellbeing	Bonterre / Wild Goose
Fame Music Workshop	Severn Arts
Music Workshop	Rock Steady

Part B: Review of outcomes in the previous academic year.

Pupil Premium strategy outcomes

This details the impact that outcome our pupil premium activity had on pupils in the 2023-2024 academic year. Review of challenges, targets and plans for 2024-2025.

Intended outcome	Success criteria
<p>4. Improve standards and progress in reading and to prompt the love of reading</p>	<p>Improved progress and attainment for ALL pupil premium pupils will be apparent and in specific cases accelerated progress will be made.</p> <p>74% in KS2 SATS tests indicate progress in attainment. This was above National Average</p>
<p>2. Pupil’s emotional well-being, social needs are affecting children ability to their readiness to learn and make progress.</p>	<p>Generate a positive influence on our pupils social, emotional and mental health, which will allow them to reflect and manage their emotions successfully in the future. Staff commitment to Trauma Informed.</p> <p>There have been less exclusions this year. Thermometers have been embedded into class pedagogy. Meet and Greet has been successful in ensuring children know the value of them being in school. OPO to be introduced next academic year – will need to purchase new equipment to enhance children’s time in school. Bonterre and Wildgoose enabled children to experience an alternative curriculum which supported their emotional growth.</p>

<p>3. To continue to ensure the attendance of pupils in receipt of pupil premium becomes in line with those of peers.</p>	<p>Effective engagement between parents and school to improve attendance of pupil premium pupils across all year groups.</p> <p>Implementation of attendance records in days instead of percentages to support the demographic of our school. Parents are regularly informed of when their children are close to being</p>
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Further information (optional)

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