

# 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   | 340                             |
| Proportion (%) of pupil premium eligible pupils  | 20%                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023-2026                       |
| Date this statement was published  | January 2024                    |
| Date on which it will be reviewed  | July 2024                       |
| 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<br><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 ( <i>enter £0 if not applicable</i> )  |             |
| <b>Total budget for this academic year</b><br><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

*At St Joseph's catholic Primary School, we recognise the value of quality first teaching, and this strategy aims to ensure that the Pupil Premium Grant increases the access of our disadvantaged pupils to high quality learning experiences in class and through the wider curriculum available at our school. Here at St Joseph', we are aware of the impact of pupil's social and emotional well-being on their academic outcomes and this strategy takes into account of supporting the child as a whole and removing wider barriers that they have experienced. It is also, we strongly believe, important to engage with our families to make all stakeholders feel valued members of our community.*

*This strategy aims to support disadvantaged pupils ensuring they have equals opportunity to flourish and achieve their potential irrespective of circumstances.*

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1 Outcome        | <b>Assessments demonstrate the proportion of disadvantaged children achieving ARE in reading is currently significantly below that of non-disadvantaged pupils in certain cohorts.</b><br><b>Monitoring of Reading in KS2 suggests that parental support is varied.</b>   |
| 2 Pastoral       | <b>Observations reveal that pupil's emotional well-being, social needs are affecting children being in a position to be ready to learn and make progress. Trauma Informed strategies for an integral part of our behaviour strategies</b>   |
| 3 Attendance     | <b>Attendance data from 2022-2023 demonstrates that attendance for disadvantaged pupils was lower than that of non-disadvantaged pupils.</b><br><b>Whole school average attendance 2022-2023 93%</b><br><b>Whole school average attendance for PP 2022-2023 91%</b><br><b>Whole school average attendance for PP 2.09.24-11.03.24 89.8%</b> |

## 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. Improve standards and progress in reading and to prompt the love of reading  | Improved progress and attainment for <b>ALL</b> pupil premium pupils will be apparent and in specific cases accelerated progress will be made.  |
| 2. Pupil's emotional well-being, social needs are affecting children ability to their readiness to learn and make progress. | 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.<br>Staff commitment to Trauma Informed. |
| 3. To continue to ensure the attendance of pupils in receipt of pupil premium becomes in line with those of peers.          | Effective engagement between parents and school to improve attendance of pupil premium pupils across all year groups.   |

## 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: £ 58,480

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Class teachers to target and prioritise PP children through first quality teaching.</i>   | 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.<br><b>EEF Feedback</b> | Challenge 1                   |
| <i>Provide financial support to families for school uniform, pupils to be able to visit off site educational settings and attend further opportunities eg school trips to enrich the</i> | 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.   | Challenge 1,2 and 3           |

|  |  |                     |
|--|--|---------------------|
| <i>curriculum, including taxi journeys.</i><br>£36,000   |  |                     |
| <i>Nurture support 1-1 and group sessions based in the school's nurture room or in the classroom/outdoor classroom.</i><br>£2,480.00 | 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.<br><b>EEF Individualised Instruction 4</b> | Challenge 1,2 and 3 |
| <i>Purchase of computing equipment – Monitoring of usage and skills will be led by the SLT and Computing Coordinator</i><br>£20,000  | 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.  | Challenge 1,2 and 3 |

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

Budgeted cost: £ 34,000

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| <i>Purchase reading books for home for PP children via Book in a Box. £7000</i><br><i>2024-2025 Reducing the number to those families who take them up – include all of new Reception</i> | Disadvantaged pupils are less likely to own a book of their own and read at home with family members and for these reasons may to acquire the necessary skills for reading and understanding challenging texts.<br><b>EEF6</b> | Challenge 1                          |
| <i>Provide targeted pupils with free access to breakfast club to motivate them to be in school early. £240 per day</i>  | Through conversations with PP pupils, low attendance and poor punctuality could be diminished if breakfast club was attended.  | Challenge 3                          |
| <i>Provide nurture for those disadvantaged children who have been through or are going through trauma</i>   | Mentoring for PP children may be more beneficial with the development of a trusting adult or peer.<br><b>EEF Mentoring</b>   | Challenge 2                          |

|  |  |                     |
|--|--|---------------------|
| <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><i>Y4, Y1 to date</i></p> <p><i>£9.00 for each child. £4.50 and pay £4.50 out of PP</i></p> <p><i>£54.00 per session x 6 £324 (£162)</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><a href="#">EEF Small Group tuition</a></p> | Challenge 1,2       |
| <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><a href="#">EEF Parental Involvement</a></p>                            | Challenge 1,2 and 3 |
| <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><a href="#">EEF Small Group Tuition</a></p>   | Challenge 1         |
| <p><i>Implementation of Precision teaching to enable PP children with specific difficulties to be supported in their learning.</i></p> <p><i>TA2 18 afternoons a week</i></p>  | <p>More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers.</p> <p><a href="#">EEF Individualised Instruction.</a></p>   | Challenge 1         |

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

Budgeted cost: £ 20,000

| 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>£3320.00</i></p>   |  | Challenge 2 and 3             |
| <p><i>Fund peripatetic music, after-school clubs, trips, residential and other extra-curricular activities. This will enable PP children to have an enriched</i></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><a href="#">EEF Physical Activity</a></p> | Challenge 1,2 and 3           |

|  |  |                             |
|--|--|-----------------------------|
| <p><i>curriculum and will develop their cultural capital and wellbeing.</i><br/><i>FAME for Year 4</i></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<br/><i>EEF Aspiration/Intervention</i></p> |                             |
| <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.<br/><i>EEF Parental Engagement</i></p>  |                             |
| <p><i>Provide Alternative Provision for PP children</i><br/><i>TOP BARN (Bonterre) for 2 pupils</i><br/><i>Half term costs</i><br/><i>Aut 1 23 £2880</i><br/><i>Aut 2 23 £2520</i><br/><i>Spr 1 24 £1800</i><br/><i>Spr 2 24 £1800</i><br/><i>Sum 1 24 £1800</i><br/><i>Sum 2 24 £1800</i><br/><i>Total £12,600</i></p> <p><b><i>EHCP group – alternative curriculum</i></b><br/><b><i>Wild Goose Farm – Spr 2</i></b><br/><b><i>Sum 1 Sum 2 Total £2400</i></b><br/><b><i>Transport - £960</i></b><br/><b><i>Bonterre Grow to Eat Project</i></b><br/><b><i>Aut 1 Sum 1 – Travel cost £720 Provision Free</i></b></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<br/><i>EEF Aspiration/Intervention</i></p> | <p>Challenge 1,2, and 3</p> |

**Total budgeted cost: £ 143,000**

## 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    |
| Fame Music Workshop           | Severn Arts |









## 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.*