

Pupil premium strategy statement



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	208
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	P McIlroy
Pupil premium lead	P McIlroy
Governor / Trustee lead	M Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,428
Recovery premium funding allocation this academic year	£9,289
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£107,708

Part A: Pupil premium strategy plan

Statement of intent

St Joseph's Catholic Primary School is a school where pupils feel safe and happy. We have a well-established ethos of high expectations for all. Through our broad, knowledge-rich curriculum and pupil personal development and enrichment opportunities, our pupils thrive regardless of pupil premium eligibility.

Our intent is to ensure that all our children have a desire to attend school where they feel safe and happy. Our aim is to give all children the knowledge, self-belief and cultural capital they need to succeed in life and become educated, global citizens. We strive to inspire our pupils to be aspirational and ambitious so that they have the opportunity to achieve their full potential.

We are committed to ensuring that all children have access to high quality teaching each and every lesson, each and every day. We know from research that a lack of quality first teaching has the biggest impact on our most vulnerable learners. Our offer is enhanced by supportive intervention.

We target our interventions and wider opportunities to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of internal expertise and well as professionals and community services where this is possible. We continue to be committed to providing high quality enrichment opportunities for all children before and after school at zero cost to our parents. We believe life experiences like these are crucial in the development of the 'whole child' enabling them to be well educated global citizens.

For us, early identification and intervention is key, and we focus on language development in all its forms with a clear emphasis on vocabulary, oracy, speaking and reading. Oracy development continues to be a focus throughout the school to ensure our pupils are experiencing quality language exchanges that they may not receive outside of school.

To ensure all children reach their full potential, every child will receive the support they require.

- We will provide tailored interventions in: Mathematics and English
- We will ensure all children have the same opportunities from school: residentials and school outings where there is a significant cost
- We will provide resources in certain situations where they are needed
- The EEF guide to Pupil Premium

(https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf) highlights that a tiered approach to Pupil Premium spending helps and at St Joseph's Catholic Primary School, we have adopted this approach. Effective feedback and intervention from class teachers and support staff is invaluable. We have invested in targeted academic support and prioritise ways to break down non-academic barriers.

Key Priorities:

- Provide all children with high-quality teaching.

- Raise the attainment for all Pupil Premium eligible children to ensure achievement is in line with, or better than national by the end of KS1 and KS2.
- Narrow the gap between Pupil Premium pupils and their non-disadvantaged peers in reading, writing and mathematics across school.
- Provide high-quality, targeted academic support for children below the expected standard or those who are not making expected progress.
- Ensure barriers, including attendance, behaviour, social, emotional and mental health, are addressed.
- Enhance the cultural capital of children in receipt of Pupil Premium; providing a breadth of experiences.

Key Objective:

Our key objective is to ensure all Pupil Premium eligible children achieve to the best of their ability and the gap between PP children and their non-disadvantaged peers is narrowed. Our Pupil Premium strategy works towards achieving this objective through the scrutiny of school data, targeted support and carefully researched strategies and initiatives (Education Endowment Fund).

Challenges

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

Challenge number	Detail of challenge
1	Limited language development of children entering EYFS; therefore this impacts on their fluency with phonics and ability to decode when reading. Has an impact on writing attainment also.
2	Limited vocabulary of children in KS1 & KS2; this impacts on their fluency when reading and ability to decode when reading. Has an impact on writing attainment also.
3	Narrowing the attainment gap across the core subjects of Reading/Phonics, Writing and Maths in Key Stage 1 and Key Stage 2.
4	Attendance of Pupil Premium Children (PA children) effecting progress and attainment in reading, writing and mathematics
5	Lack of cultural capital (enrichment and wider opportunities) and aspirations for future careers.

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
Improved Attainment in EYFS	<ul style="list-style-type: none"> % children achieving GLD is at least in line with other children locally and nationally.
Improved Attainment (narrow the gap between disadvantaged and non-disadvantaged) in reading, writing & maths in KS1	<ul style="list-style-type: none"> % of pupil premium children achieving the expected standard and beyond meets or exceeds national in Ks1 reading, writing and maths.
Improved Attainment (narrow the gap between disadvantaged and non-disadvantaged) in reading, writing & maths in KS2	<ul style="list-style-type: none"> % of pupil premium children achieving the expected standard and beyond meets or exceeds national in Ks2 reading, writing and maths.
Disadvantaged children's attendance in line with the national average	<ul style="list-style-type: none"> PA attendance improved Attainment of PA improved
Increased enrichment and wider opportunities	<ul style="list-style-type: none"> Increased number of children have access and attend enrichment and wider opportunities in school. Children are exposed to aspirational career 4 opportunities and prospects of further studies.
Increased attendance across all groups and reduce the number of PA children.	<ul style="list-style-type: none"> Attendance % increased across all groups % of PA children to be reduced

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: £ 47,077

Activity	Evidence that supports this approach	Challenge number(s) addressed
In class support	<p>EEF Guidance (“Making best use of teaching assistants”): Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2– 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training.</p> <p>EEF Guidance: (Making best use of teaching assistants) Improving the nature and quality of TAs’ talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p>	1 , 2 , 3,
Releasing DHT/Pupil premium lead teacher to lead sessions on English/Mathematics to enhance quality first teaching	<p>EEF Guidance: (Effective professional Development) High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance pupil outcomes in the classroom.</p> <ul style="list-style-type: none"> a. build knowledge b. motivate teachers c. develop teaching techniques d. embed practice 	2 3

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

Budgeted cost: £ 38,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support	EEF Guidance (“Making best use of teaching assistants”): Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2– 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training.	1 2 3
<i>SEN – SLA to support staff in assessing and providing a scheme of work of interventions for targeted pupils</i>	EEF guidance on pupil premium and using a tiered approach EEF Guidance (“Making best use of teaching assistants”): Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2– 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training.	1 2 3

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

Budgeted cost: £ 40,767

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor for attendance	EEF Guidance Evidence suggests that small improvements in attendance can lead to meaningful improvements in outcomes relating to academic success and social, emotional and behavioural wellbeing. This can include improvements in both overall absences as well as unauthorised absences.	4
To improve attendance	External support to improve attendance - SLA	4

PGL	<p>Guidance: (Life Lessons) Pupils' attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to pupils' later outcomes and so our enrichment programmes aim to meet these needs and disadvantaged pupils are prioritised and subsidised for attendance. We will look to expose pupils to exciting and aspirational opportunities for future careers or future studies.</p>	5
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Total budgeted cost: £ 126,372

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Increase of % of attendance of disadvantaged children from previous year

2021/2022

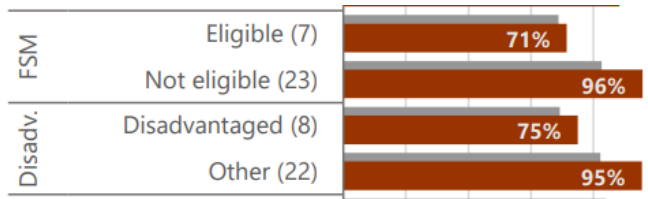
	Total	SEND	Not SEND	PP	Not PP	Boys	Girls	PA
Whole School	93.16%	94.14%	92.97%	90.62%	94.3%	92.36%	93.86%	21%
Reception	92.14%	92.15%	94.14%	84.51%	94.91%	91.79%	92.6%	20%
Year 1	94.48%	95.32%	94.18%	94.3%	94.52%	94.1%	94.85%	10%
Year 2	94.05%	93.45%	94.2%	93.59%	94.32%	93.49%	94.9%	13%
Year 3	93.21%	93.87%	93.07%	91.02%	94.43%	92.18%	94.24%	29%
Year 4	92.05%	88.51%	93.13%	91.05%	93.19%	92.52%	91.35%	27%
Year 5	93.68%	92.39%	94.02%	89.04%	95.16%	92.96%	94.86%	17%
Year 6	92.42%	89.83%	92.89%	90.8%	93.6%	89.49%	94.25%	35%

2022/2023

	Total	SEND	Not SEND	PP	Not PP	Boys	Girls	PA
Whole School	94.58%	94.24%	94.61%	92.86%	95.38%	94.28%	95.08%	17%
Reception	94.04%	93.39%	94.2%	91.42%	94.84%	93.6%	94.54%	23%
Year 1	93.27%	94.58%	93.01%	88.21%	95.12%	93.15%	93.44%	27%
Year 2	94.34%	93.32%	94.6%	94.85%	94.16%	94.56%	95.02%	20%
Year 3	94.96%	93.9%	95.35%	93.9%	95.5%	94.88%	95.10%	12%
Year 4	95.92%	92.17%	96.37%	96.42%	95.64%	94.79%	97.06%	11%
Year 5	94.16%	96.04%	93.59%	92.55%	96.26%	93.68%	94.88%	17%
Year 6	95.39%	96.28%	95.16%	93.43%	96.14%	95.31%	95.53%	10%

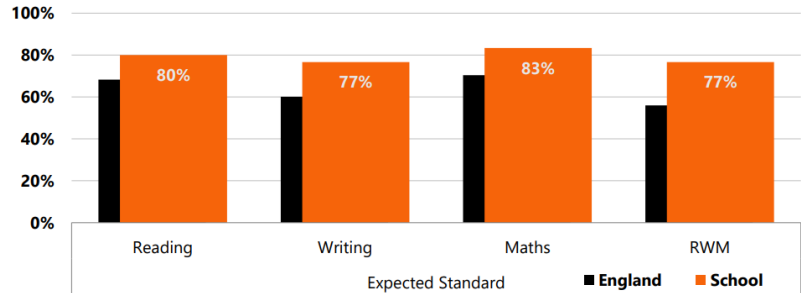
Y1 Phonics Results

School	Comparisons		
	LA	England	Sch 2022
90%	77% ↑	79% ↑	90%
30 pupils			



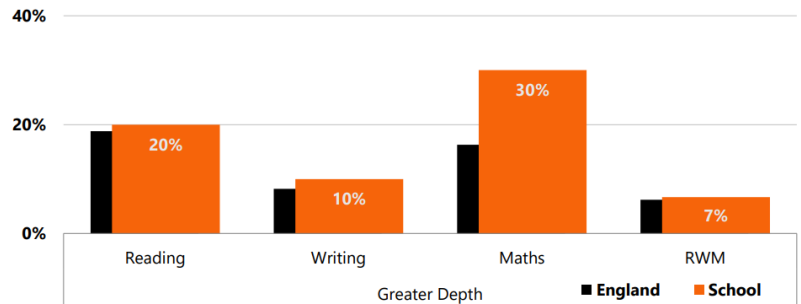
KS1 Results Reaching Expected

Indicator	School (30 Pupils)	Comparisons	
		LA	England
% Expected	Reading	80%	64% ↑ 68% ↑
	Writing	77%	55% ↑ 60% ↑
	Maths	83%	67% ↑ 70% ↑
	RWM	77%	51% ↑ 56% ↑



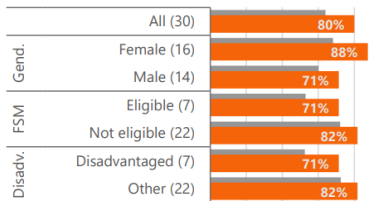
KS1 Results Working at Greater Depth

Indicator	School (30 Pupils)	Comparisons	
		LA	England
% Greater Depth	Reading	20%	15% ↑ 19%
	Writing	10%	5% ↑ 8%
	Maths	30%	11% ↑ 16% ↑
	RWM	7%	4% ↑ 6%

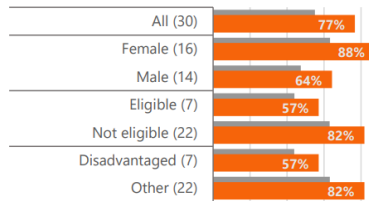


■ LA ■ School

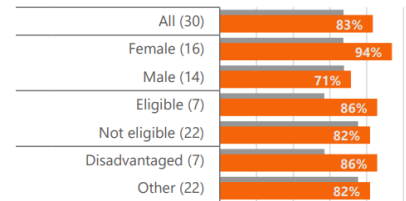
Reading TA Expected +
0% 20% 40% 60% 80% 100%



Writing TA Expected +
0% 20% 40% 60% 80% 100%

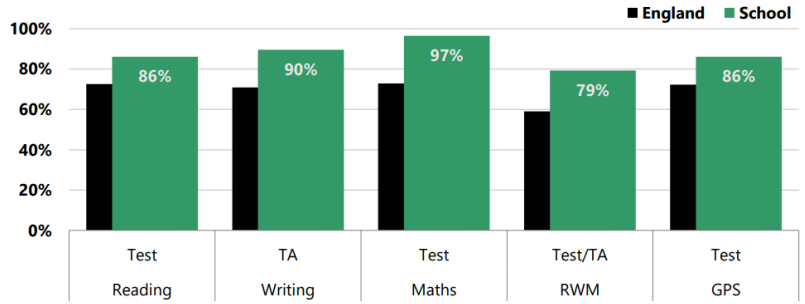


Maths TA Expected +
0% 20% 40% 60% 80% 100%



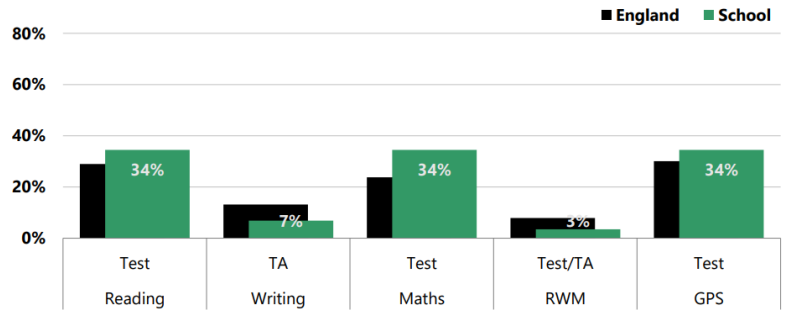
Key Stage 2 Reaching Expected

Indicator		School	Comparisons	
		(29 Pupils)	LA	England
Reading	Test	86%	73% ↑	73% ↑
Writing	TA	90%	70% ↑	71% ↑
Maths	Test	97%	71% ↑	73% ↑
RWM	Test/TA	79%	59% ↑	59% ↑
GPS	Test	86%	70% ↑	72% ↑



Key Stage 2 Working at Greater Depth

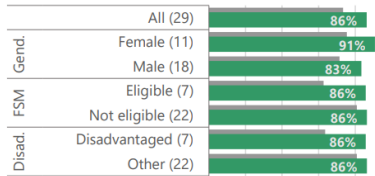
Indicator		School	Comparisons	
		(29 Pupils)	LA	England
Reading	Test	34%	24% ↑	29% ↑
Writing	TA	7%	9%	13% ↓
Maths	Test	34%	19% ↑	24% ↑
RWM	Test/TA	3%	5%	8% ↓
GPS	Test	34%	26% ↑	30% ↑



■ LA ■ School

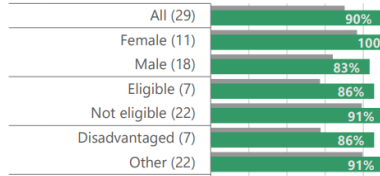
Reading Expected +

0% 20% 40% 60% 80% 100%



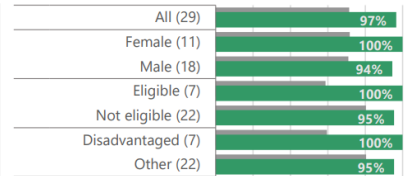
Writing TA Expected +

0% 20% 40% 60% 80% 100%



Maths Expected +

0% 20% 40% 60% 80% 100%



viii) KS1 to KS2 Progress Scores

Subject	School		Comparisons	
	Average KS2 Scaled Score*	Progress Score	LA	National
Reading	105.8	+2.1	+0.8 ↑	0.0 ↑
Writing		+2.7	+0.6 ↑	0.0 ↑
Maths	106.6	+3.7	+0.6 ↑	0.0 ↑