



St. Joseph's Catholic Primary School

Pupil Premium Strategy Statement: 2023 – 2024



Bishop Wilkinson
Catholic Education Trust
Through Christ, in Partnership

This statement details St. Joseph's Catholic Primary School's use of Pupil Premium (and recovery premium for the 2023 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

Furthermore, this statement 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	94
Proportion (%) of pupil premium eligible pupils	33.57%
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	July 2024
Statement authorised by	Mr David Miller
Pupil Premium lead	Mrs Rachel Hockey
Governor / Trustee lead	Chris Savage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53, 072
Recovery premium funding allocation this academic year	£5, 075
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	£58, 147

Part A: Pupil Premium Strategy Plan

Statement of intent

What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non- disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2023-24 PPG funding is an additional **£1455** per eligible child with **£2530** awarded for children who are currently LAC. Further information can be obtained by following:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2023-to-2024>

Schools are able to spend PPG to suit the needs of their pupils. DfE guidance for 2022-2023 states the grant should be spent:

- For the purposes of the school; that is, for the educational benefit of pupils registered at that school
- For the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable
- purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At St. Joseph’s we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and school context

- St Joseph's is a smaller-than-average primary school. Pupils are taught in mixed age classes from Year R through to Year 6.
- The proportion of pupils receiving support for SEND is higher than the national average.
- The proportion of disadvantaged pupils is 33.57%.
- The school is a faith school.
- The school extends its services by providing a breakfast club.

Ultimate objectives

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally; Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to support the development of our pupils' knowledge and understanding of the world.

Achieving these objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- Providing small group work with an experienced teacher/ HLTA focussed on overcoming gaps in learning support.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for selected activities, educational visits and residentials thus ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St. Joseph's values and thus enhance learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Readiness to learn, including emotional wellbeing-</p> <ul style="list-style-type: none"> • 'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs. A number of the pupils supported each day by the pastoral team are disadvantaged. • Emotional literacy and resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
2	Progress in Maths weaker than non-disadvantaged pupils nationally.
3	Progress in Reading weaker than non-disadvantaged pupils nationally.
4	Some pupils who are eligible for Pupil Premium do not enter early years at age related-expectations and communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
5	Difficulties engaging parents in supporting reading - It is difficult to get children to read at home, especially moving up through the school. In KS2, in particular, less children read at home than in KS1. We need to support and work with parents to increase this but also where we know parents are unable to facilitate this, we need to have resources in place to make sure that these children are not disadvantaged as a result of this.
6	Access to wider, enrichment opportunities is often limited for pupils who are eligible for pupil premium. This can have a detrimental impact upon their knowledge, understanding and experiences of the world and inhibit their progression throughout the curriculum.
7	The attendance of some of our pupil premium children is lower than that of the whole school impacting on their learning.

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 emotional resilience for pupils with emotional regulation difficulties, anxiety and those lacking in emotional resilience via targeted and direct interventions as well as whole school ethos and Quality First Teaching.	<ul style="list-style-type: none"> • Access to a school counsellor – Positive Futures. • Pupils who require support with emotional resilience/anxiety identified and grouped for interventions. • Promote good relationships with parents to address underlying concerns or refer to specialist agencies for further support (HT, SLT, Inclusion Manager) • A lower level of behavioural incidents for PP pupils on Arbor. • Lesson observations / learning walks/assemblies highlight examples of resilient learners. • Qualitative data from pupil voice, pupil and parent surveys and teacher observations.

An improved progress score in Mathematics in comparison to 2022 KS2 outcomes.	Exceed national average progress scores in KS2 Maths (0).
An improved progress score in Reading in comparison to 2022 KS2 outcomes.	Exceed national average progress scores in KS2 Reading (0).
Oral language skills are often lower for disadvantaged pupils which slows reading progress/vocabulary development in subsequent years. Low starting points in verbal communication and language means many pupils lack decoding skills, fluency and comprehension understanding	<ul style="list-style-type: none"> Assessments, lesson observations and book sampling show that improvements are being made in oral language skills. Children will have had many opportunities to speak and understand a wider range of vocabulary.
To promote a love of reading and encourage families to engage with reading on a weekly basis.	<ul style="list-style-type: none"> Children are reading age appropriate, good quality texts, in their literacy lessons and developing discrete skills via VIPERS sessions. Children are given books that match their reading level, including KS2 pupils with all books having an AR level. Children are given opportunities to read often. Adults are modelling reading. Moderation of reading assessment across school. Where parents can't facilitate this a concrete plan in place to support these families/ children so they do not become disadvantaged and books for these pupils are deemed 'disposable assets'.
All disadvantaged pupils attend school trips and residential. Attendance registers for after school clubs reflects at least 75% attendance for disadvantaged pupils with evidence of all pupils being targeted and offered a priority place.	All children have the opportunity to participate in school trips and residential programmes which shall widen their experiences and consolidate their learning further.

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: £ 6, 231.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with the Archimedes Maths hub & purchase necessary resources to further develop and embed Teaching for Mastery across all year groups,	DfE approved schemes supported by the regional Maths hub. EEF Toolkit: High impact for very low cost. Mastery learning +5 months	2

using the 'Power Maths' teaching scheme.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Staff CPD	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 4, 5 & 6

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

Budgeted cost: £ 40, 355.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching Assistant to support intervention and catch-up and to reduce cohort size in for English and Maths.	<p>Smaller group and smaller cohort provision allow staff to target pupils with more effective teaching and feedback.</p> <p>EEF Toolkit: One to one tuition, that is in additional to class teaching, and is in short regular sessions result in optimal impact for improved attainment +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oneto-one-tuition</p> <p>Teaching assistants who target individuals and small groups show positive benefits where this supplement teaching in class (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition</p>	1, 2 & 3
Buy and embed use of Accelerated Reader	Accelerated Reader (AR) is a reading management and monitoring programme	3 & 5

<p>across year groups 3 to 6, to support diagnostic tracking & improve reading for pleasure.</p>	<p>that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.</p> <p>EEF Toolkit: The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial</p>	
<p>Purchase Talk Boost.</p> <p>Speech and Language worker delivering weekly sessions to children in the Early Years, identified as requiring some additional support.</p>	<p>On average, children who are involved in communication and language approaches make approximately six months additional progress over the course of the year.</p> <p>EEF Toolkit:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>4</p>

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

Budgeted cost: £ 11, 560.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide free access to breakfast club for all disadvantaged pupils in school.</p>	<p>Access to breakfast club can impact on pupils' outcomes, as well as behaviour and classroom environments.</p> <p>EEF toolkit: The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils... the independent evaluation also found both improved attendance and</p>	<p>6</p>

	<p>behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry – EEF 2019.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils.</p> <p>Additional positive impacts on pupils' social development and the way in which they helped some pupils make wider friendship groups and become more confident were also highlighted by schools. DFE 2017</p>	
<p>A School Councillor to have specific time set aside to support children with challenging behaviour and emotional needs.</p>	<p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>EEF Toolkit: 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2 & 3</p>
<p>Creating subsidised experiences to enhance academic learning, create aspirations and give children opportunities to excel in areas they might not otherwise have access to.</p>	<p>Further research confirms young pupils' achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high-income households (the disadvantage gap) remains wide.</p> <p>EEF Toolkit:</p> <p>https://educationendowmentfoundation.org.uk/news/new-eef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment?mc_cid=075f30fc26&mc_eid=4421cdab48</p>	<p>6</p>
<p>Training of staff as ELSA to support emotional and mental well-being.</p>	<p>EEF Toolkit: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an</p>	<p>1</p>

<p>Training of staff as Youth Mental Health First Aiders to support emotional and mental well-being.</p> <p>To develop a bespoke area within each classroom to support children via a quiet, low stimulus environment, to prepare them for learning and regulate their emotions to enable the best learning outcomes.</p>	<p>academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
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Total budgeted cost: £ 58, 147

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.

Challenge	Impact																																																			
Sustained improved wellbeing for all pupils.	<ul style="list-style-type: none"> A Positive Futures Advisor has been employed by the school and is working with identified pupils on a weekly basis. Every child in the school has had an emotions and wellbeing audit carried out identifying potentially vulnerable pupils for the new academic year. The number of behavioural incidents recorded is being reduced on a half-termly basis. A therapeutic offer has been established in the Lighthouse Hub ensuring children receive a targeted bespoke SEMH offer. Parental feedback is effusive and subsequent external professional involvement valid the impact upon the children. Therapeutic approach has dramatically increased pupil resilience (Boxhall data available). 																																																			
Progress in reading, writing and mathematics at the end of KS2.	<ul style="list-style-type: none"> Times Tables Rockstars has contributed to the median MTC score improving compared to the previous academic year. Intervention timetables and records available, demonstrating bespoke and tailored support linking to area of need and SEND Support Plan targets. Results: <table border="1" style="margin-left: 40px;"> <thead> <tr> <th colspan="2"></th> <th colspan="2">All children</th> <th colspan="2">Pupil Premium</th> </tr> <tr> <th></th> <th>Statutory Assessment</th> <th>Number</th> <th>% at EXP</th> <th>Number</th> <th>% at EXP</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>GLD</td> <td>13</td> <td>62%</td> <td>6</td> <td>33.3%</td> </tr> <tr> <td>Year 1</td> <td>PSC</td> <td>14</td> <td>86%</td> <td>4</td> <td>29%</td> </tr> <tr> <td rowspan="3">Year 2</td> <td>Reading</td> <td>17</td> <td>82%</td> <td>4</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>17</td> <td>82%</td> <td>4</td> <td>25%</td> </tr> <tr> <td>Maths</td> <td>17</td> <td>71%</td> <td>4</td> <td>25%</td> </tr> <tr> <td rowspan="2">Year 6</td> <td>Reading</td> <td>16</td> <td>50%</td> <td>7</td> <td>43%</td> </tr> <tr> <td>Writing</td> <td>16</td> <td>63%</td> <td>7</td> <td>57%</td> </tr> </tbody> </table>			All children		Pupil Premium			Statutory Assessment	Number	% at EXP	Number	% at EXP	EYFS	GLD	13	62%	6	33.3%	Year 1	PSC	14	86%	4	29%	Year 2	Reading	17	82%	4	25%	Writing	17	82%	4	25%	Maths	17	71%	4	25%	Year 6	Reading	16	50%	7	43%	Writing	16	63%	7	57%
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		Maths	16	63%	7	29%
		GPS	16	63%	7	57%
		RWM Combined	16	44%	7	29%
Improved oral language and communication skills.	<ul style="list-style-type: none"> Significant work was done in the early years and KS1 to address the 'dip' in communication and language skills created by the prolonged national lockdowns. 85% of pupils including 100% (5/5) disadvantaged pupils achieved the 'speaking' element within the early learning goal for Communication and Language. 100% of those pupils who had previously struggled with communication and language during the early years went on to achieve the pass mark in their phonics screening test. 					
Improved cultural and childhood experiences for all pupils.	<ul style="list-style-type: none"> A bespoke afterschool 'ARC' club was offered to all pupils. After listening to pupil feedback, this will change to clubs by teaching staff with pupils having a greater input into the offer. A bespoke 'Sports Week' was offered to all children. Evidence of the 2 funding streams working collaboratively. All children eligible for PP funding were able to participate in additional activities – sports, music tuition, residentials and after school clubs. 					

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
Spag.com	Spag.com
Times Table Rockstars	Maths Circle Ltd
IDL	IDLS Group
Accelerated Reader	Renaissance Learning
Reading Plus	Reading Plus, LLC

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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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?	N/A

Further information (optional)

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