

Pupil premium strategy statement

October 2024 Update

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 2024/2025	108
Proportion (%) of pupil premium eligible pupils 2024/2025	35 (32%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Ann Reeh
Pupil Premium Lead	Renee Marie Angeline
Governor	Martin Bourke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024/2025	£53,690
Recovery premium funding allocation this academic year	£0
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 all members of staff and governors accept responsibility for all pupils, recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families by providing exciting learning opportunities at school through our diverse, creative curriculum as well as providing a variety of after school clubs. We engage positively with families through regular attendance check in meetings either with class teachers or with the attendance champion-Mrs Bell and Mrs Reeh where necessary to encourage and support good attendance in school. We also work with external agencies such as the School Nursing Team and Education Welfare to support children and parents impacted by poor attendance.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

25% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching.

We have recently identified a small group of pupils who are not making the progress we would expect and so our strategy for 2023-2026 focuses on the needs of this group. Our Pupil Premium Champion-Renee Marie Angeline works to ensure high aspiration and high-quality provision for all pupils in receipt of pupil premium. She is the Deputy Headteacher and has time to carry out this work in school.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At St Joseph's Catholic Primary School, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. We use Ten Ten to deliver RHE and PSHE throughout the school. Our strategy includes a highly experienced SEND lead in school. She works with our team, with external professionals and with our pupils and families directly. Our SENDCO will develop a SEND staffing structure to support the ever increasingly complex needs of pupils within the school.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2 Outcomes	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
3 Pastoral	Pupils' emotional well-being and behavioural needs affects their readiness to learn, impacting on their progress and outcomes.
4 SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs.
5 Wider opportunities	A significant number of disadvantaged pupils do not attend clubs or have opportunities to take part in extra-curricular sporting or musical activities.

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 attendance of children in receipt of the pupil premium.	Attendance of children on the pupil premium register is at least in line with whole school data. Current attendance for PP children 87% (October 2023) Attendance target 95% Current attendance of PP children 95.51% (October 2024) Reduced percentage of pupils in receipt of pupil premium classed as persistent absentees (October 2023: 9%)

<p>Improved attainment across core subjects of pupils in receipt of the pupil premium.</p>	<p>Attainment of children on the pupil premium register is at least in line with whole school data.</p> <p>Progress of children in receipt of pupil premium is at least expected.</p> <p>Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p> <p>Effective pupil progress meeting support teachers in identifying next steps and intervention for children.</p> <p>Effective implementation of the school curriculum to support quality first teaching for all pupils.</p> <p>Summer 2023:</p> <p>RWM combined: 23%</p> <p>Reading 50%</p> <p>Writing 39%</p> <p>Maths 47%</p> <p>Target 2024:</p> <p>RWM combined: 50%</p> <p>Reading 65%</p> <p>Writing 50%</p> <p>Maths 60%</p> <p>Summer 2024:</p> <p>RWM combined: 26%</p> <p>Reading 46%</p> <p>Writing 69%</p> <p>Maths 53%</p>
<p>To sustain improved wellbeing needs for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.</p>
<p>Disadvantaged pupils receive opportunities to participate in extra curricular activities on offer.</p>	<p>Increased and sustained attendance of disadvantaged pupils attending extra-curricular clubs.</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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading and vocabulary programme to be implemented across Key Stage 2</p> <p>Whole Class Guided Reading approach to be adopted across KS2 to enable effective delivery of high-quality whole class shared reading sessions and feedback to improve learning.</p> <p>Develop KS2 phonics intervention programme which is delivered consistently.</p>	<p>KS1</p> <p>Daily phonic lessons with Read, Write Inc and 1:1 phonic intervention programme.</p> <p>Christopher Such approach to reading to be implemented in KS2.</p> <p>KS2</p> <p>Daily guided reading whole class sessions (30mins) children to be exposed to a variety of high level, engaging texts. Vocabulary instruction (15 mins) daily lessons. Shared reading (15 mins) daily to read class novels.</p>	2, 4
<p>All teaching staff to access and complete training for Pathways to Write.</p> <p>Consistent approach to the teaching of English across school following the teaching sequence model with writing phases.</p>	<p>See EEF Toolkit: High Quality Teaching:</p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high- quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p>	2, 4
<p>Introduction and training for vocabulary instruction to support children with vocabulary exposure, development and application to be introduced from Yr3-6.</p>	<p>Daily vocabulary and instruction lessons for all KS2 children. Class displays to reflect words learnt to enable children to apply to own writing and spoken language.</p>	2, 4

Continue to work with the Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1 and Sustaining Teaching for Mastery.	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	2, 4
Implement Maths No Problem , working alongside Maths consultant to coach staff and Maths Lead.	Ensure all pupils have access to high quality teaching-implementation of Maths No Problem from Years 1-6.	2, 4
Develop assessment lead to take overall responsibility of tracking, reporting and monitoring pupil premium data.	The EEF suggested steps are: 1. Assessment to impact learning 2. Assessment to support school level decision making 3. Assessment to inform classroom teaching	2, 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations.</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’</p> <p>TA’s to deliver 1:1 or small group sessions with PP children who are significantly behind in Maths. These sessions will deliver fluency and recall in key areas of math where gaps have been identified.</p>	<p>2, 4</p>

<p>Effective deployment of staff, Teaching Assistants to support key children and year groups.</p> <p>Targeted interventions led by additional staff member in Year 6.</p> <p>Teaching Assistant timetable re-evaluated to deliver 1:1 and small group interventions based on the needs of the pupils, as identified in termly pupil progress meetings.</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>‘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. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p> <p>1:1 tutoring in KS1 is supporting children with phonics and early reading.</p>	<p>2, 3, 4</p>
<p>To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by Headteacher and PP Lead (Deputy Headteacher)</p> <p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’</p>	<p>2, 4</p>
<p>1:1 and small group Read, Write, Inc phonics for disadvantaged pupils from EYFS – Year 4.</p> <p>Fresh Start interventions for pupil in Year 5 and 6.</p>	<p>Targeted phonics intervention have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p>	<p>2, 4</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music tuition offered to all children on the pupil premium register.	Autumn 2024 All Year1-6 children now have access to weekly violin lessons.	3, 5.
After school clubs offer to be available for all PP to attend and all disadvantaged pupils to receive an invitation letter.	Wider opportunities support engagement, enrichment and healthy minds. It helps social skills, behaviour, team work, cooperation and attendance.	3, 5
External coaches and leaders to provide extra curricular activities and morning clubs	Wider opportunities support engagement, enrichment and healthy minds. It helps social skills, behaviour, team work, cooperation and attendance.	1, 3, 5
Purchase on Fisher Family Trust to support with thorough analysis of attendance figures.	Following guidance outlined by the DfE which has been informed by engagement with school that have reduced levels of absence and persistent absence.	1, 3, 5
Implement attendance champions for persistently absent disadvantaged pupils	Following guidance outlined by the DfE which has been informed by engagement with school that have reduced levels of absence and persistent absence.	1, 3, 5
Deputy Head and Sendco to: <ul style="list-style-type: none"> - CAF/ TAF process with vulnerable families- allowing them to access key services - Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions - Attendance monitoring and meetings when needed. - Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. 	Following guidance outlined by the DfE which has been informed by engagement with school that have reduced levels of absence and persistent absence.	

<ul style="list-style-type: none"> - Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings. 		
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<p>Use of outdoor learning to support key groups of pupils</p> <p>Ensuring implementation of Forest Schools approach by adopting an outdoor learning model so more pupils can access and staff feel confident to deliver.</p> <p>Staff training to increase access for all pupils to outdoor learning opportunities.</p>	<p>Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children's sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment 	<p>1, 2, 3, 4, 5</p>
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Total budgeted cost: £53,690

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1 Attendance	Whole school 2023/2024 92.8% PP 89.8%-below target Current attendance of PP children 95.51% (October 2024) Action for attendance: Effective school procedures in place to tackle poor attendance. Class parties and individual 100% attendance rewards have been implemented to boost incentives for coming to school every day. New school, termly competition where children with over 95% attendance over a term could win a toy voucher and also a parent will be chosen to win a supermarket voucher.																					
2 Outcomes	<div>Summer 2023:</div> <table><thead><tr><th>Pupil Premium</th><th>Whole School</th></tr></thead><tbody><tr><td>RWM combined: 23%</td><td>RWM combined: 42%</td></tr><tr><td>Reading 50%</td><td>Reading 75%</td></tr><tr><td>Writing 39%</td><td>Writing 58%</td></tr><tr><td>Maths 47%</td><td>Maths 46%</td></tr></tbody></table> <div>Summer 2024:</div> <table><thead><tr><th>Pupil Premium</th><th>Whole School</th></tr></thead><tbody><tr><td>RWM combined: 26%</td><td>RWM combined: 48%</td></tr><tr><td>Reading 46%</td><td>Reading 64%</td></tr><tr><td>Writing 69%</td><td>Writing 56%</td></tr><tr><td>Maths 53%</td><td>Maths 52%</td></tr></tbody></table> <p>Good progress for PP children was made in Writing and Maths demonstrating the impact of newly implemented schemes-Pathways and Maths No Problem.</p> <p>Reading continues to be a school target-Christopher Such Reading approach is</p>		Pupil Premium	Whole School	RWM combined: 23%	RWM combined: 42%	Reading 50%	Reading 75%	Writing 39%	Writing 58%	Maths 47%	Maths 46%	Pupil Premium	Whole School	RWM combined: 26%	RWM combined: 48%	Reading 46%	Reading 64%	Writing 69%	Writing 56%	Maths 53%	Maths 52%
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	<p>continuing to be embeded in KS2.</p> <p>Volunteer reading army to be introduced where PP children will have the opportunity to be read with more frequently.</p> <p>Fresh Start interventions for pupil in Year 5 and 6 is continuing.</p>														
3 Pastoral	<p>Weekly Draw and Talk therapy with key children who have specific SEMH needs.</p> <p>Class Dojo and house point system in place which provides children with positive incentives to earn house point termly rewards.</p> <p>Nurture provision will begin after October half term with some identified PP children accessing the support.</p>														
4 SEND	<p>TA to deliver 1:1 or small group sessions with PP children who are significantly behind in phonics. These sessions will deliver fluency and recall in key areas of phonic sounds where gaps have been identified.</p> <p>Fresh Start interventions for pupil in Year 5 and 6.</p> <p>Multiplication after school groups to support with arithmetic learning.</p>														
5 Wider opportunities	<p>Autumn 2024</p> <p>All Year1-6 children now have access to weekly violin lessons.</p> <p>After school club provision the attendance of PP children are as follows:</p> <table border="1"> <thead> <tr> <th>Club</th><th>Percentage of PP children</th></tr> </thead> <tbody> <tr> <td>Choir</td><td>30%</td></tr> <tr> <td>Mini Vinnies</td><td>40%</td></tr> <tr> <td>Girls Sports</td><td>37%</td></tr> <tr> <td>Multisports</td><td>14%</td></tr> <tr> <td>Dance</td><td>7%</td></tr> <tr> <td>Football</td><td>56%</td></tr> </tbody> </table>	Club	Percentage of PP children	Choir	30%	Mini Vinnies	40%	Girls Sports	37%	Multisports	14%	Dance	7%	Football	56%
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Externally provided programmes

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

Programme	Provider
Times Table Rock Stars	Maths Circle Ltd