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

This statement details our school’s use of pupil 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

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| Detail | Data |
| Number of pupils in school | St Joseph’s Catholic Primary School |
| Proportion (%) of pupil premium eligible pupils | 16.8% |
| 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)** | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Amy Butterfield |
| Pupil premium lead | Jeanne Raymond |
| Governor / Trustee lead | Chris Rose |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £85,840 |
| 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* | £85,840 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, receive a high quality education, make good progress and achieve high attainment across all subject areas. This includes progress for those who are already high attainers. We also intend to build children’s emotional well-being and resilience by giving them to the tools, both emotional and academic, that they need to thrive in the next stage of their life. As a Catholic School, our school life is based on Christian values. We aim to ensure all children, including our disadvantaged pupils develop as an individual as well as academically. We aim to develop happy, fulfilled, well-educated and confident children in a caring, disciplined environment with our faith as the focus of our actions. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. Our strategy is also integral to wider school plans for continued education recovery through. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.  To ensure they are effective we will:  • ensure disadvantaged pupils are challenged in the work that they’re set  • act early to intervene at the point need is identified  • Ensure that interventions and approaches are purposeful and effective  • Ensure that children receive carefully tailored support targeted through understanding of individual needs  • adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | 1. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | 1. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. |
| 3 | 1. Internal assessments indicate that maths, reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 2. 67% of disadvantaged pupils are working below expected levels on entry, compared to 24% of non-disadvantaged pupils. This gap reduces slightly but remains significant to the end of KS2 where 50% of disadvantaged versus to 20.6% non-disadvantaged children did not meet the expected standard. |
| 4 | 1. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to home issues, parents’ difficulties with basic literacy and numeracy skills and financial struggles. 2. Observations of independent behaviour (emotional, pro social, cognitive and motivation) identified common issues amongst disadvantaged pupils. |
| 5 | 1. Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. 2. Data – Average across year groups 3. **Reading:** Disadvantaged 69% Below ARE, Non-disadvantaged 42% Below ARE 4. **Writing:** Disadvantaged 75% Below ARE, Non-disadvantaged 49% Below ARE 5. **Maths:** Disadvantaged 61% Below ARE, Non-disadvantaged 35% Below ARE 6. End of KS2 data 2024 suggests that the gap has closed in maths. Internal data (above) suggests further work is needed to ensure this progress is sustained. |
| 6 | 1. Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2.4% lower than for non-disadvantaged pupils. 2. 23.5% of the children who are ‘persistently absent’ are disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. This also includes lateness which is a significant impact on early literacy skills with an associated impact to access of the wider curriculum which has resulted in revisiting the timetable for these children. |

## 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.

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| Intended outcome | Success criteria |
| 1. Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  This impacts on the end of KS2 data:  Reading: 50% of disadvantaged pupils did not meet the expected standard compared to 20.6% of non-disadvantaged pupils.  Writing: 40% of disadvantaged pupils did not meet the expected standard compared to 38.2% of non-disadvantaged pupils. |
| 1. Improved reading attainment among disadvantaged pupils. | 1. KS2 reading outcomes 2023/2024 show that 50% of disadvantaged pupils did not meet the expected standard compared to 20.6% of non-disadvantaged pupils. |
| 1. Improved writing attainment among disadvantaged pupils | 1. KS2 writing outcomes 2023/2024 show that 40% of disadvantaged pupils were working below the expected level compared to 38.2% of non-disadvantaged children |
| 1. Sustained maths attainment for disadvantaged pupils at the end of KS2. | 1. KS2 maths outcomes 2023/2024 show that disadvantaged pupils performed better than their peers. 20% of disadvantaged pupils did not meet the expected standard compared to 32.3% of non-disadvantaged pupils. It is important that we continue to maintain good attainment for our disadvantaged pupils. |
| 1. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from previous data demonstrated by:   * • qualitative data from student voice, student and parent surveys and teacher observations * • parental engagement with children’s learning * • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2898.80

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. Whole school CPD using RWI program – including weekly Reading Leader Meetings | 1. Education Endowment Fund Toolkit (EEF)- Extensive evidence of the positive impact of effective teaching using synthetic phonics | 1. 2, 5 |
| 1. Phase 2 Staff CPD and whole class focus on vocabulary across school – teachers and teaching assistants | EEF: Oral Language Interventions   1. ‘On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress’ | 1, 5 |
| 1. Reading for Pleasure- English Hub | Reading for pleasure has been associated not only with increases in reading attainment but also with writing ability, text comprehension, grammar, breadth of vocabulary, attitudes, self-confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature and decision-making (Clark & Rumbold, 2006; Howard, 2011; Wigfield & Guthrie, 1997). | 1, 2, 3, 5 |
| 1. Metacognition- linked to the curriculum – Phased delivery | EEF- ‘There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory   1. strategies could therefore encourage such pupils to practise and use 2. these skills more frequently in the future.’ | 1, 3, 5 |
| 1. Oracy work – English Hub Project | EEF: ‘On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.’ | 1, 3, 5 |
| Mastery Learning CPD linked to the delivery of the Maths Curriculum –Introduction of First4Maths programme and CPD | 1. EEF- ‘mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics’ | 3, 5 |

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

Budgeted cost: £ 38, 998.24

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. Speech and Language provision for specific children/ groups of children, (Nelly, 1:1 Speech and Language, Wellcomm) 2. Speech, language and communication skills of our youngest learners, writing- Gaps in basic skills (SPAG) and providing catch-up in mathematics | EEF: Oral Language Interventions   1. ‘On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress’   EEF-  Small group tuition with focus on specific gaps leads to four months additional progress across the year.   1. Teaching assistant interventions- high impact where Teaching assistants trained to deliver an intervention | 1, 5  1, 2, 3, 5 |
| 1. 1:1 tuition in RWI and in Reading Writing and Maths in UKS2 2. Establish small group intervention for disadvantaged children working below the expected level | EEF  - Studies show impact of 1:1 tuition in primary schools + 6 months in reading and writing, + 2 months in maths  - Small group tuition with focus on specific gaps leads to four months additional progress across the year.   1. Teaching assistant interventions- high impact where Teaching assistants trained to deliver an intervention | 1, 2, 3, 5 |

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

Budgeted cost: £39,225

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ongoing training of ELSAs and employment of Family Support Worker and Attendance Officer | EEF  ‘Social and Emotional learning approaches have a positive impact on average of 4 months’ | 4 |
| 1. Personalised provision of Free School Meals | 1. Centre For Educational Neuroscience UCL outlines the long term and short term impact of poor nutrition/ missing meals | 4 6 |
| 1. Provision of holiday outings and Holiday Club | EEF Outdoor Adventure Learning  ‘There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.’   1. Centre For Educational Neuroscience UCL outlines the long term and short term impact of poor nutrition/ missing meals | 4 5 |
| 1. Subsidising educational visits, extra-curricular clubs | EEF Outdoor Adventure Learning   1. ‘There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes’ | 4 6 |

**Total budgeted cost: £ 81,122.04**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| KS2 End of Year Assessment Data:  Reading: disadvantaged 50% working below the expected level, non-disadvantaged 20.6% working below the expected level  Writing: disadvantaged 40% working below the expected level, non-disadvantaged 38.2% working below the expected level  Maths: disadvantaged 20% working below the expected level, non-disadvantaged 32.3% working below the expected level  National Disadvantage Gap 3.12  Our data indicates and issue with Reading and Writing for our disadvantaged children. This links to issues with speech and language and vocabulary further down the school.  Phonics: 70.4% passed overall  Disadvantaged: 64% passed  Non-disadvantaged: 73% passed  *Attendance:* Non disadvantaged: 94.94 Disadvantaged: 92.32  We have participated in the Edge Hill First Class at Number Research Project to continue to develop early maths skills to set a firm foundation to build on. This focuses more specifically on data and target setting to improve attainment and progress for children. KS2 end of year data, demonstrates that we closed the attainment gap between disadvantaged and non-disadvantaged children.  The RWI phonics program has been relaunched and is being used to ensure consistency in the teaching of phonics. This has resulted in % of disadvantaged children passing the Phonics Screening Assessment. Children in KS2 with specific gaps in phonics have benefited from the Fresh Start programme, enabling them to progress further. Further work is required to ensure children apply their phonic knowledge in writing and to ensure greater fluency of children when reading. A gap remains between the achievements of disadvantaged and non- disadvantaged pupils in reading by the end of KS2. We hope to address this through greater fidelity and consistency when teaching RWI phonics and a focus on reading for pleasure through work with the English Hub. We will also work with the English Hub to improve children’s oracy. This work should impact both children’s reading and writing outcomes.  We strive to ensure that the PPG brings the achievements of those children on par with their peers. A key element to the success of these children is building their trust and supporting their emotional well-being as well as ensuring they are in school to benefit from learning opportunities. The employment of a full time Family Support Worker, trained in the ELSA, has ensured that the emotional well-being of these children has been supported and maintained at all times. This has been supported by the training of 5 Teaching assistants in ELSA to support and develop emotional regulation and resilience across the school.  The Family Support Worker has targeted any children with poor attendance, building strong relationships with families and where necessary supporting parents getting children into school through home visits/giving lifts. Phone calls have been made when children are not in school and messages had not been received by school regarding the reasons for absence. This is now supported by the use of Seesaw to enable close communication and relationship building between teachers and key parents. Case studies demonstrate that the impact on specific families has been positive, however there is still an ongoing issue.  Attendance continues to be an area of ongoing focus with figures remaining below pre-covid levels. Through creating strong parent partnerships and a focus on attendance we are working on raising this to over 96% across the school.  The employment of a TA to support KS1 and EYFS speech and language has made it easy for children to receive vital support in school, ensuring that they work on the objectives created by the Speech and Language Therapist. Children benefited from this skilled support between appointments ensuring that they made progress towards their objectives. Children in EYFS have particularly benefited from the impact of the NELI programme.  NELI has been delivered effectively and has been shown to have had positive impact when comparing EYFS entry and exit data for the previous year (2023 – 2024) and will continue to be delivered throughout 202s4/2025 and will be extended to include children in Nursery.  Analysis of the attendance of children at extra-curricular clubs identified that disadvantaged children were able to participate in a range of activities.  All children could attend visits and events regardless of their financial situation. This has relieved the financial burden on parents and built a stronger relationship and feeling of trust between school and parents. It has meant that children did not miss out on vital learning experiences. |

## 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.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
| As per PP report |
| **The impact of that spending on service pupil premium eligible pupils** |
| As per evaluation and summary |

# Further information (optional)

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| *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 funding.* |