

St. Joseph's Catholic Primary Pupil Premium Strategy Statement

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 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	324
Proportion (%) of pupil premium eligible pupils	18%
Academic years that our current pupil premium strategy plan covers	2024-2027 (3 years)
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Natalie Holden Headteacher
Pupil premium lead	Bernice Docherty Inclusion Lead
Governor / Trustee lead	Glenda Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,000
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	£77,000

Part A: Pupil premium strategy plan

Statement of intent

At St. Joseph's Catholic Primary, we have high aspirations and ambitions for all pupils and believe that every child should reach their full potential. We aim to provide children with the skills, knowledge, values and opportunities which will enable them to make the necessary progress to reach their full potential, irrespective of their starting point.

Pupils who are in receipt of Pupil Premium Funding may face specific barriers to learning which could hinder their chances, so we are determined to provide support and guidance to help them to overcome these barriers. In addition, we aim to provide these children with access to a variety of opportunities, as well as a rich and varied curriculum. We strive to ensure that children in receipt of Pupil Premium Funding have access to the same opportunities as their peers

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress for some of our PP children. The children have significant gaps in learning due to extended period of remote learning during the pandemic.
2	High levels of social, emotional and mental health needs amongst our PP children and their families.
3	Pupils have limited experiences beyond their home life and immediate community.
4	A majority of our PP children also belong to another vulnerable group e.g. EAL, SEN,

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
<p>PP children attain at least in line with their non PP peers. Where attainment is lower, targeted support ensures that PP children are making accelerated progress</p>	<p>PP attainment will be in line with non PP attainment.</p> <p>90% of PP children will make expected progress or better and more than 10% will make accelerated progress by the end of 2026.</p>
<p>Pupils and families with identified social, emotional or mental health needs are well supported by school staff, so that the needs are improved or alleviated.</p>	<p>DSL, HT and SENDCo to identify and support families and children to alleviate barriers to learning.</p> <p>Thrive used to support pupils with emotional, social and mental health needs.</p> <p>Zones of Regulation will be embedded across the school and used as a common language to communicate.</p> <p>Questionnaires will show that parents and children of disadvantaged families are supported and barriers are alleviated where possible.</p>
<p>Pupils have a breadth of experiences that enable them to contextualise their learning.</p> <p>The school curriculum will be developed to ensure we are delivering an engaging, broad and varied curriculum that reflects our diverse community.</p>	<p>The introduction and development of Cornerstones Curriculum 22 will ensure an exciting, varied curriculum that reflects the diversity of our school.</p> <p>Pupil questionnaires will show the children enjoy school and are enthusiastic to learn.</p> <p>A range of visits/workshops/experiences will be planned to inspire, and enhance the learning and make it memorable for the children.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p>
<p>Additional needs of PP children are clearly identified and addressed.</p>	<p>PP pupils will make expected progress or better due to needs being clearly identified and addressed.</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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 4
<p>Whole staff CPD on Writing for Pleasure.</p>	<p>EEF – Effective Professional Development</p> <p>Ensuring that professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice</p>	1
<p>CPD for support staff in delivery of Speechlink</p>	<p>Oral language interventions – on average, oral language approaches have a high impact on pupil outcomes (6 months’ additional progress)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 4
<p>Whole staff CPD on mental health & well-being training</p>	<p>Social and Emotional Learning – Social and emotional learning approaches have a positive impact in academic outcomes over the course of the academic year (4 months’ additional progress)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2

Whole staff CPD on Zones of Regulation training	Metacognition & Self-Regulation – potential impact of metacognition and self-regulation approaches is high (+7 months’ additional progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2
Annual subscription to Cornerstones Curriculum to ensure a breadth of experiences that reflect the diversity of our school community.	An ambitious knowledge-rich curriculum, informed by cognitive science about how children learn best ensures children receive a broad and balanced menu for learning. https://cornerstoneseducation.co.uk/curriculum/cornerstones-curriculum/	3
Purchasing of Little Wandle Phonics Scheme and resources Whole staff training	Phonics – phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills (+5 months’ additional progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase Speechlink to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions – on average, oral language approaches have a high impact on pupil outcomes (6 months’ additional progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 4

Specific targeted interventions for EAL and PP pupils	Small Group Tuition – tuition in small groups targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind (4 months’ additional progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4
Weekly after school booster sessions across the school.	Small Group Tuition – tuition in small groups targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind (4 months’ additional progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
Lunchtime fun reading clubs lead by TAs	Children who enjoy reading and see the value of books have better chances of future success https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	1
Subscription to online learning resources <ul style="list-style-type: none"> • My Maths • Times Tables Rockstars • Numbots • Purple Mash • Lexia 	Children can access quality online learning from home. Computer based learning helps to motivate and engage reluctant learners.	1, 4
Targeted TA interventions with small groups to address gaps in learning	Small Group Tuition – tuition in small groups targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind (4 months’ additional progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Behaviour Interventions – both targeted interventions and universal approaches have positive overall effects (4 months' additional progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2
Cultural capital experiences promoted in the curriculum.	Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. https://www.eyalliance.org.uk/cultural-capital-eif-what-you-need-know	1, 3
Re-introduce parent workshops to support parents in supporting their child.	Parental engagement has a positive impact (4 months' additional progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
SENDCo to support families with high needs SEND and Pupil Premium	Parental engagement has a positive impact (4 months' additional progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Pupil Premium children are targeted to be involved in extra-curricular activities and supported financially	Sports participation increases educational engagement and attainment. https://educationendowmentfoundation.org.uk/education-	1, 3

	<p>evidence/teaching-learning-toolkit/physical-activity</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Children to be given the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences</p>	<p>Provision of a range of initiatives will extend children's experiences</p> <p>https://www.gov.uk/government/publications/my-activity-passport/my-activity-passport-foreword-from-the-secretary-of-state-and-guidance</p>	3

Total budgeted cost: £77,000

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 2020 to 2021 academic year.

Our internal assessments during 2022/2023 suggested that the performance of disadvantaged pupils was lower than in the previous two years in reading, writing and maths. In previous years the gap between our pupil premium children and national averages was closing, but COVID impacted on this so our pupil premium children are still working below their peers in most year groups (on average), even though the gap is closing.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils and children in Early Years and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by steps put in place to engage pupils in online learning or key worker provision in school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted by COVID and we are still supporting pupils with their mental health and well-being to ensure they are ready to learn. We used pupil premium funding to provide wellbeing support for children in receipt of PPG, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
TT Rockstars	TT Rockstars
White Rose Maths	White Rose
Cornerstones Curriculum	Cornerstones
Little Wandle Phonics	Collins
Purple Mash	2 Simple
Developing Experts	Developing Experts

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	By supporting parents with trips and workshops and targeted interventions
What was the impact of that spending on service pupil premium eligible pupils?	The one service PP child made better than expected progress and is currently working at expected standard in all subjects

