

# Pupil premium strategy statement - St Joseph's Catholic Primary School 2024-27

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

Detail	Data
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Elizabeth Sienkiewicz
Pupil premium lead	Emma Stinga
Governor / Trustee lead	Ian Courtney

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£29,550

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Joseph's Catholic Primary school, we want all pupils to thrive emotionally, socially and academically. We are committed to all pupils making good or better progress from their starting points and achieving well in order to prepare them for the next step in their education and beyond.

Some of our pupils face specific challenges which form barriers to them being able to achieve these goals. Therefore, the focus of our pupil premium strategy is to address these barriers and to provide support so that disadvantaged pupils, including those who already attain well, experience success and make progress.

As part of our whole school approach we continue to consider challenges and vulnerabilities faced by pupils whether or not they are eligible for pupil premium funding. These challenges and vulnerabilities may include, but are not exclusive to, challenging family circumstances, being in the role of a Young Carer, physical and mental health needs of the child or within the family as well as SEND needs and EAL.

Our strategy is rooted in high-quality teaching for all pupils, which is proven to have the greatest impact on outcomes for pupils who are disadvantaged whilst also benefitting those who are not disadvantaged. The outcomes detailed below outline our commitment to sustained improved attainment and progress for pupils who are not disadvantaged alongside those who are.

Our strategy is integral to wider school plans for recovery with a focus on areas where pupils need the most support. It addresses school-wide challenges as well as being responsive to individual needs.

Ours is a whole school approach where all staff understand that improving outcomes for all pupils is the most effective way of improving outcomes for pupils who are disadvantaged; where all staff take responsibility for the outcomes of pupils who are disadvantaged and have raised expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
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1	Internal data shows that some eligible children have low attainment in reading, writing and maths.
2	Some pupils have social and emotional needs which impact on their learning. These can lead to lower levels of independence and resilience. These arise from complex family circumstances including physical and mental health needs, as well as SEND needs.
3	Internal data identifies that 35% of eligible children have SEND needs which impact on their progress and attainment.
4	Internal data identifies that 35% of eligible children have EAL.
5	Attendance records show that some eligible children continue to have lower % attendance.

## 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 progress and attainment in reading, writing and maths for disadvantaged pupils as a result of Quality First Teaching.	<p>Internal data and pupil progress meetings show that:</p> <ul style="list-style-type: none"> <li>Non SEND PP Pupils make at least expected progress in reading, writing and maths</li> <li>PP with SEND needs make measurable progress in reading, writing and maths</li> </ul> <p>Lesson observations, learning walks and work in books demonstrate that the work is well-matched to the needs of all pupils enabling them to make progress and experience success</p>
Pupils' emotional needs are well supported so that the impact of these on learning is reduced/eradicated.	Timetabled support via nurture groups is in place for pupils identified as having emotional needs. All class and teachers have been trained in and use the Zones of Regulation in class to help children identify and respond to their own emotional needs.
Improved attendance for pupils with low attendance	Parents are informed termly of their child's attendance, which will lead to improved attendance across the school. Children are rewarded for improving their attendance throughout the year.
Improved levels of independence, resilience and ability to self-regulate.	Through using the Zones of Regulation and having access to calming corners and the rainbow room, children are able to self-regulate and manage their emotions. This leads to an increased resilience as children are not relying on adults to support their regulation.

## 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: £14, 550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing Professional development for teachers and TAs in providing high quality teaching and learning. with a specific focus on reading, writing and maths. Impact of CPD to be recorded and monitored.	<p>The core of our pupil premium strategy is quality first teaching. This is corroborated by the EEF's 'tiered approach' to pupil premium spending, which states that high quality teaching is the first and most crucial tier.</p> <p><i>"Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio economically disadvantaged pupils."</i></p> <p><a href="#">EEF Guide to the Pupil Premium September 2024</a></p>	1, 3, 4
Further work on developing a whole school approach to the teaching of reading and writing, with a strong foundation in pedagogy in line with DfE and EEF guidance. Additional resources including high quality texts will be purchased where the need is identified.	<p>DfE guidance draws upon research in the teaching the foundations of literacy including evidence from the <a href="#">EEF</a>.</p> <p>EEF 'Improving Literacy in <a href="#">KS1</a>' and 'Improving Literacy in <a href="#">KS2</a>'.</p>	1, 3, 4
Enhance maths teaching and curriculum planning in line with DfE and EEF guidance.	<p>DfE non-statutory guidance produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">DfE Mathematics guidance: Key Stages 1 and 2.</a></p>	1, 3, 4

Additional resources will be purchased where the need is identified.	<a href="#">EEF</a> 'Improving Mathematics in the Early Years and Key Stage 1'  <a href="#">EEF</a> 'Improving Mathematics in Key Stages 2 and 3'	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Group support in reading.	<p>Fresh Start</p> <p>EEF Guidance: "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><a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1,3,4
<i>Targeted phonics sessions</i>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. EEF guidance on phonics. 1, 3, 4 7</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3,4
<i>Targeted maths support</i>	<p>Small group interventions working with a qualified teacher to target</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3, 4

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop whole school approach to improving independence, resilience and self regulation.</p> <p>Zones of Regulation throughout school.</p> <p>Develop nurture in a dedicated nurture space as well as within classrooms.</p>	<p>“Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly..... Evidence indicates that explicitly teaching strategies to help pupils plan, monitor and evaluate specific aspects of their learning can be effective.”</p> <p>EEF guidance on metacognition and self-regulation.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p>Funding allocated to support pupils in accessing curriculum enrichment activities such as educational visits, purchase of books etc.</p>	<p>Some of our families need financial support in order for their children to access the full range of opportunities on offer e.g</p> <p>Residentials</p> <p>Church</p> <p>Forest school</p> <p>Panto</p>	
<p>Embedding principles of good practice set out in the DfE's advice.</p> <p>Teachers to ensure classrooms and welcoming</p> <p>Office staff to meet regularly, reporting back to SLT and communicating with parents.</p>	<p>DfE statutory guidance for schools</p> <p><a href="#">Working together to improve school attendance</a></p>	

**Total budgeted cost: £29, 550**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

Outcomes	Success Criteria	Review
Improved progress and attainment in reading, writing and maths for disadvantaged pupils as a result of Quality First Teaching.	Internal data and termly pupil progress meetings show that: <ul style="list-style-type: none"><li>• non SEND PP pupils make at least expected progress in reading, writing and maths.</li><li>• PP pupils with SEND needs make measurable</li></ul>	Across all year groups, non-SEND PP pupils are, on the whole, making expected progress.  PP pupils with SEND needs all made measurable progress in reading, writing and maths.  Learning walks identified an increase in Quality First

	<p>progress in reading, writing and maths.</p> <ul style="list-style-type: none"> <li>• Lesson observations, learning walks and work in books demonstrate that the work is well matched to the needs of all pupils enabling them to make progress and experience success.</li> </ul>	Teaching Strategies being used.
Pupils' emotional needs are well supported so that the impact of these on learning is reduced/eradicated.	Timetabled support is in place for pupils identified as having emotional needs.	Pupils report that they have strategies to help them cope with their feelings and they are able to engage in their learning.
Improved attendance for pupils with low attendance	Attendance rates will improve across the school	Attendance rate improved from 2022/23 (92.91%) to 2023/24 (93.85%). Unexplained absences fell from 0.22% to 0.04% in the same time period.
Improved levels of independence, resilience and ability to self-regulate.	<p>Teachers report that pupils are becoming more independent and less reliant on adults. They are more willing to take risks in their learning and as a result their confidence is improved.</p> <p>Lesson observations and learning walks identify that pupils have the confidence and resilience to 'stick' at activities that they find challenging.</p>	This is an area which is improving, with resilience and independence being regularly rewarded through star of the week awards and assemblies. Children can explain what it means to be resilient and independent and they know that this is important for their learning



	Pupils can talk about strategies they use to manage their emotions.	
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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
Sports coaching	Elite
Music	Rock Steady
Sports Coaches for Sports Week	Various

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
The school receives less than £500 in Service Pupil Premium. The outcomes for these pupils is tracked internally in the same way as Pupil Premium pupils. The mobility of these pupils is low and the funding forms part of this strategy. Service Pupil Premium children made at least expected progress except for one pupil in writing.
<b>The impact of that spending on service pupil premium eligible pupils</b>