

Pupil premium strategy statement

School overview

Detail	Data
School name	St Joseph's Catholic Primary School
Number of pupils in school	172
Proportion (%) of pupil premium eligible pupils	33.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Emma Cashier Headteacher
Pupil premium lead	Emma Cashier Headteacher
Governor / Trustee lead	Johanna Jones Inclusion link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,830
Recovery premium funding allocation this academic year	£6,000
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	£89,830

Part A: Pupil premium strategy plan

Statement of intent

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between pupils from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget.. A provision is also made for pupils who have a parent in the armed services.

St Joseph's Primary School is committed to ensuring maximum progress for all groups of pupils and strives to close any gaps. St Joseph's Primary School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress. Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes an identified governor having responsibility for Pupil Premium, the Headteacher leading the development plan and a coordinated strategic leadership approach to implementing plans.

All matters relating to the Pupil Premium are reported back to the Governors via the Curriculum sub-committee and the Resources (financial) committee, ensuring that the school is held to account for the impact of spending.

The multi-faceted approach for the support of disadvantaged pupils enables school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for this identified group.

Key Priority: To ensure that the disadvantaged gap is closed by addressing inequalities and raising the attainment of those pupils in low-income families or who are post LAC.

What we expect to see: Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra-curricular experiences. All pupils in the target group who are currently underperforming because of the impact of their

disadvantaged background will make substantial progress leading to narrowing of any attainment gaps.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident on joining from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers which can slow progress across the curriculum.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers; particularly in KS2 comprehension based activities.
3	Depth of understanding and fluency within concepts remains lower for middle and some high attaining disadvantaged pupils than other pupils at the higher national or greater depth standard across the curriculum in maths.
4	Assessments, discussions with students, observations, pupil voice, pupil work and feedback from parents suggest limited life experiences beyond home and school negatively impacts disadvantaged pupils' cultural capital impacting on many areas of the curriculum (EEF, 2021).
5	<p>Assessments, observations, discussion with pupils and pupil progress analysis indicates some academically able disadvantaged pupils are not achieving their full potential due to socio-economic factors (including attendance).</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 0.3%-1.6% lower than for non-disadvantaged pupils. 31% - 48% of disadvantaged pupils have been 'persistently absent' compared to 14% - 19% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress.</p>
6	A higher percentage of disadvantaged pupils have SEND than within the wider cohort (41.6% pp vs 23.58% non pp).

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 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard (in line with school Strategic Plan) Disadvantaged pupils above national average.
Improved maths attainment at greater depth for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard (in line with school Strategic Plan). Disadvantaged pupils above national average.
To achieve and sustain disadvantaged pupils having a bank of experiences to draw upon to support their learning.	A range of experiences provided by the school to support learning for disadvantaged pupils. Improved attendance at extra-curricular activities for disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils attendance is at least in line with national average. Disadvantaged pupils attendance is in line with their peers.
Disadvantaged SEND pupils make good progress across all phases.	The percentage of disadvantaged SEND pupils making at least sustained progress over time is in line or above that of other pupils.

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: £13,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development on evidence-based approaches	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3,4,6
CPD for Read Write Inc phonics training and purchasing resources. This is a whole-school approach but will have the greatest impact in EYFS and KS1 to begin with.	Phonics teaching has a positive impact with very extensive evidence to underpin this. Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 6
Curriculum development to include a range of learning experiences to improve cultural capital	There is a large body of evidence that indicates cultural capital passed on through families helps children do better in school. Extra-curricular activities are important to young people and result in a range of positive outcomes. An Unequal Playing Field report.pdf (publishing.service.gov.uk)	1,2,3,4,5,6

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

Budgeted cost: £76, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teaching support - DHT support identified pupils.</p>	<p>High-quality, experienced teachers will work with targeted children focusing on closing the gap with peers, building confidence and resilience and identifying and helping to break down barriers to learning (Hattie,2012).</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Reducing the number of children in lessons also provides teachers an opportunity to provide quality feedback which has been proven to have a high impact on learning.</p> <p>Feedback Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,6</p>
<p>Teaching-assistant led groups. Teaching assistants in EYFS, KS1 and KS2 providing additional support to children in a focussed workspace to address gaps in learning</p>	<p>Trained teaching assistants, under the guidance of class teachers, will teach groups of between 2-5 children. These children will be some of the lowest attaining learners in the year's groups. Many of the lessons will take place in a separate classroom. Teaching assistants will target the specific needs of the group of children.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>

NELI - Support for language development in EYFS	Evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered over 30 weeks by teaching assistants in groups of three to four children. Nuffield Early Language Intervention (NELI) Project - Nuffield Foundation	1
Facilitating spoken language and verbal interaction in the classroom. Reception to Year 6 Teachers, Teaching Assistants and outside agencies (Beanstalk, Literacy Support Service) will: -encourage pupils to read aloud and then have conversations about the content of the book with teachers and peers -model inference through the use of structured questioning -paired and group reading in class and with an adult -implicit and explicit activities that extend pupils.	Evidence suggests that oral language interventions and opportunities have a positive impact on attainment. Phonics EEF (educationendowmentfoundation.org.uk)	1,3,4,6

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement SLT and subject	The average impact of the Parental Engagement approaches is about an additional four months' progress over	1,2,3,4,5,6

specialists providing information and training for parents in areas such as: phonics, reading, writing, year group expectations, RE and ICT.	the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement EEF (educationendowmentfoundation.org.uk)	
Attendance initiatives; whole school; class; identified 'groups' of pupils and personalised to individual needs	Attendance interventions that encourage attendance. Evidence suggests that small improvements in attendance can lead to meaningful impacts for learning outcomes. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6

Total budgeted cost: £97,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Disadvantaged data 2021-2022

EYFS:

GLD – 80%

Year 1 Phonics Screening – 38%

KS1 Reading - 67% EXP 17% GD

KS1 Writing – 50% EXP

KS1 Maths – 67% EXP 17% GD

KS2 Reading – 57% EXP 29% GD

KS2 Writing – 71% EXP

KS2 Maths - 57% EXP 14% GD

KS2 GPS – 71% EXP 29% GD

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic

scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

At KS2 there was a gap between disadvantaged and non in Reading and Maths but mostly inline in writing and GPS. However, disadvantaged 1 pupil = 14.3% non-disadvantaged 8%, therefore both groups of children had 3 pupils who did not pass.

At KS1 there was also a gap in reading and maths with a larger gap in writing. However, taking aggregation into consideration again, 1 pupil disadvantaged = 16.67% and 1 non disadvantaged pupil 6.25%. In numbers 2 disadvantaged pupils did not achieve the expected standard in Reading and Maths compared to 4 pupils who were non disadvantaged. However, in writing there were 3 disadvantaged pupils who did not achieve expected and 5 non disadvantaged pupils.

Absence among disadvantaged pupils was broadly in line with their peers (disadvantaged 93.25% non-disadvantaged 93.53%) their peers in 2021/22 however persistent absence was 14% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health and academic support remain significantly higher than before the pandemic with an increased number of pupils on school support plans. The impact on disadvantaged pupils has been particularly acute.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
n/a	n/a
n/a	n/a

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

We have trained staff and offer a range of intervention support for emotional wellbeing and academic achievement of service children. All our service children are working at the expected age and none are on school support plans.

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in wellbeing amongst service children.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The headteacher will undertake the training through Mentally well Schools for the full programme of 8 principles. The training selected aims to focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated our progress identifying areas demonstrating good impact and others which could be amended.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the Local Authority's Research Evaluation Unit to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school for our pupils. We will continue to use it through the implementation of activities.

<https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1678706458>

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.