



# St Joseph's Catholic Primary School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	273
Proportion (%) of pupil premium eligible pupils	13% (37)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	Annually - September 2023
Statement authorised by	S Jevons - Exec Headteacher
Pupil premium lead	A. Turner - Head of School
Governor / Trustee lead	R. Ashton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (22/23)	£53,835
Recovery premium funding allocation this academic year	£5365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,085
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# Part A: Pupil premium strategy plan

## Statement of intent

Through our mission and vision at St Joseph's, we believe we can maximise the impact of our pupil premium spending to 'close' and 'eradicate' the gap for our 'Ever 6 FSM' children.

### AT ST JOSEPH'S WE AIM TO ACHIEVE EXCELLENCE FOR ALL:

We believe in the unseen potential of all children.

To do this all staff adopt a 'solution-orientated' approach to overcoming barriers, supporting children to develop 'growth mindsets' towards lifelong learning.

When discussing pupil performance and identifying pupils in need of support, we ensure that: teaching staff and other relevant staff are involved in the analysis of progress and identification of pupils.

To ensure pupils reach their full potential, both academically and socially, Pupil Premium funding is allocated to a number of approaches.

High Quality Teaching and Learning is at the heart of our approach . We aim to ensure staff are equipped with the support and resources to deliver a Mastery Curriculum. This approach to teaching and learning has been shown to support those living in disadvantage, alongside their peers. It is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy include Interventions and additional 1-1 or small group sessions for children most in need of support

Our approach to the common challenges and individual needs aims to equip pupils with the knowledge and cultural capital they need to succeed in life. We aim to ensure all students participate in a range of activities and excel.

## Challenges

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

Challenge number	Detail of challenge
1	End of Key Stage 2 data indicates that outcomes in Reading, Writing, and Maths for disadvantaged children fluctuates. This is similar in other year groups, cohort dependent. There are specific barriers in these areas:

	<ul style="list-style-type: none"> <li>-oral language skills and vocabulary gaps among many disadvantaged pupils.</li> <li>-Writing at length and with accuracy</li> <li>- Reading fluency and comprehension skills</li> <li>-Mathematical fluency and the associated vocabulary to articulate their thinking</li> </ul>
2	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils.</p> <p>Ongoing analysis indicates that PA levels are higher among DA than non DA</p>
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

## 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 maths, reading and writing attainment for disadvantaged pupils at the end of KS2.	KS2 maths, reading and writing outcomes in 2023/24 show that the % of disadvantaged pupils meeting the expected standard is at least equal to national
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, particularly on persistent absentees.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>· the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> </ul> <p>The percentage of all pupils who are persistently absent being below national figures and the figure among disadvantaged pupils being in line with their peers</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</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: £41,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional teacher to provide capacity for subject leads to develop and enhance Teaching and Learning across the curriculum</i>	A teacher employed to provide designated release time allows for subject leads to be freed up in order to develop their subject through CPD, Monitoring, coaching, co teaching etc. This leads to progress and development of all curriculum areas and teaching and Learning	1
<i>Teaching Assistants employed to deliver targeted interventions</i>	EEF evidence shows that targeted interventions can have positive impact on progress  Well trained TAs provide targeted support within the classroom. TAs also lead interventions tailored to individual children's needs. Impact of interventions is tracked for effectiveness and interventions enable children to access their age-related curriculum.  	1 and 3

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


Budgeted cost: £5,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group and 1-1 tuition</i>	<p><b>One to one tuition</b> Moderate impact for high cost, based on extensive evidence. </p> <p><b>Small group tuition</b> Moderate impact for moderate cost, based on limited evidence. </p> <p>EEF supports this approach</p>	1 and 3

	Small group tuition provides extra support for pupils with gaps in learning. Sessions are delivered to target identified gaps in reading, writing and maths.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using ELSA to provide social and emotional support to targeted children	A qualified ELSA supports children to enable them be ready to learn and access the curriculum,  	3
Fund breakfast club for PP children	Strategy to enable children to be onsite before the start of the school day, to ensure they have a healthy and nutritious breakfast and to ensure that they are in a learning mindset ready for the start of the school day	2 and 3
Weekly attendance strategy meeting - support and communication with identified children and families to improve attendance	Having staff with ring fenced time to analyse attendance over the week and make immediate contact with families, discussing trends and identifying further support to improve attendance rates	2
Support for families with uniform where necessary	Ensuring that access to uniform or other resources is not a barrier to school attendance  EEF - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	3
Subsidy for school clubs	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	3

**Total budgeted cost: £76500**

## **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 2022 to 2023 academic year.

Reading attainment for PP children in 2022-23 was 53% ARE, and with a progress score of +1.6. This is a continued improvement from the 2021 starting point of this plan (50%).

Writing progress score of +2.6 which is a significant improvement on previous years.

Curriculum development has been effective, with subject leaders accessing high quality CPD. The quality of teaching across subjects has improved as a result of this, with staff having an improved understanding of progression. This has led to improved pupil outcomes across non core subjects.

Case studies of children receiving ELSA support evidence positive impact.

Whole school attendance for the year 2022-23 was 94.7% with overall PA of 13%.

Attendance for PP children for the same year was 93% with PA of 26%, which equates to 9 out of 34 students. The figures for PP children from 2021-2022 show overall attendance of 88% and PA of 44%. This indicates that strategies that have been put in place are having a positive impact, and the overall attendance for PP children is increasing, and the PA rate decreasing.

### **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
NA	

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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA