

Pupil premium strategy statement 2023 / 24 – St Joseph’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery 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	421
Proportion (%) of pupil premium eligible pupils	12.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 (Year 3 of 3-year plan)
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	C Lovegrove - Headteacher
Pupil premium lead	Karen Ford
Governor / Trustee lead	Jenny Donnelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,570.00
Recovery premium funding allocation this academic year	£7975.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£3709.00
Total budget for this academic year	£90,254.00

Part A: Pupil premium strategy plan

Statement of intent

At St Joseph's, we strive to ensure that all children, irrespective of their background and challenges receive an enriching experience, based on the life and teachings of Jesus Christ and Gospel values. Our aim is that each child makes good progress and achieves high attainment in all subject areas. The purpose of this strategy is to identify and support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. There may also be complex family situations that prevent children from flourishing. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The key principles of our strategy are:

- Promote an ethos of **attainment for all**
- **Individualised approach** to address barriers
- **High quality teaching**
- Focus on **outcomes for individuals**
- Decisions based on **data and respond to evidence**
- Setting **high aspirations** and responsibility for raising attainment to all staff.

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

At St Joseph's, we work collaboratively to ensure all children reach their full potential regardless of the barriers to their learning.

At the end of their time at St Joseph's we endeavour to fully prepare the learners to meet the challenges of the next part of their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Through assessing, observing and discussions with pupils, oral language skills are lower for pupils eligible for PP than for other. This is evident from Reception through to KS2.
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 and the ability to access the wider curriculum. Therefore, the gap of PP and Non-PP remains greater in core curriculum areas.
3	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. These pupils were less engaged during remote learning and some reluctant to attend school as Key workers. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	Many pupils eligible for Pupil Premium also have other factors such as SEND, EAL and issues associated with attachment and trauma.
5	Our attendance data over the last year (2020-2021) indicates that attendance among disadvantaged pupils has been 1.5% lower than for non-disadvantaged pupils. PP boys' attendance is 2.5% lower than all boys. (Caution with figures here due to lockdown – historical figures are lower) Many pupils have low confidence, which impacts negatively upon their motivation levels.
6	Many disadvantaged pupils have limited access to technology and appropriate support in their home environment. Many of these families do not attend parental workshops or school meetings, through lack of confidence.

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.	Pupils from disadvantaged backgrounds will hear and understand a greater variety of vocabulary, which can be used in the written form and used as a means of communication.
Improved reading attainment among disadvantaged pupils.	Pupils eligible for Pupil Premium make as much progress as other pupils at the same starting points, by the end of a key stage in reading.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils – pupils have high aspirations and goals.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Pupils display increased confidence and self-belief – they have a broader experience of life opportunities.</p>
To achieve high quality learning experiences for all pupils, with a particular focus on disadvantaged pupils, through quality first teaching, considering principles of effective classroom practice.	Outcomes for all pupils too improve with, ensuring that disadvantaged pupils make at least good progress in Reading, Writing and Maths.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils – reduce the gap between PP and Non-PP.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • For PP pupils to have an overall absence rate in line with the National average • To lower the number of PP pupils with an attendance of less than 90% - therefore a persistent absentee • To close the gap between the attendance of PP and Non-PP 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: £30,000,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Screen all Reception children on Language Link to assess tests and pupils requiring receptive language support.</p> <p>Language Link has been purchased and is being used to support language development (21-22)</p> <p>Language Link continues to be used to assess pupils language acquisition/development (22-23)</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	<p>1, 2</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Read, Write, Inc)</p> <p>RWI has been purchased and all staff have been trained. This has been implemented in EYFS and KS1 and for those children in KS2 who need further support (21-22)</p> <p>Additional resources have been bought for RWI, as well as development support</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

<p>form a qualified RWI trainer.(22-23)</p>		
<p>PP Co-ordinator to take part in workshops and conference's as part of the Buckinghamshire Challenge: Tackling Educational Disadvantage in Buckinghamshire. This is working towards becoming a Disadvantaged Champion, in order raise the achievement and attainment of disadvantaged pupils. Completed 21-22 PP Coordinator has attended all training sessions, implementing changes within school (22-23)</p>	<p>The programme was developed in partnership with the EEF (the EEF's Unity Research School.)</p>	<p>1,2,3,4,5,6</p>
<p>Staff CPD on QFT – Tom Sherrington's Principles in Action Training has continued throughout the year and will be a focus in the forthcoming academic year, following Doug Lemov training. (22-23)</p>	<p>CPD focusses on different learning styles and how to keep all children engaged in their learning. Such strategies include group work, discussion before answering, peer collaboration. EEF findings state that pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities. EEF shows a high impact for a very low cost. Oral feedback is more effective than written feedback.</p>	<p>1,3</p>
<p>Purchase essential book boxes for pre-school, Reception, Year 1 & Year 2 classrooms. Completed 21-22 Additional books added to supplement the book boxes (22-23)</p>	<p>The aim is to proactively raise outcomes for vulnerable children.</p>	<p>2,3</p>

<p>Whole class approach to reading and spelling across the school.</p> <p>New reading strategy Introduced.</p> <p>Eric time introduced 3 x weekly. Lowest 20% readers targeted and allocated a reading buddy.</p>	<p>Essential book boxes allow all children to have access to high quality texts and develop their love of reading. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	3
<p>Member of staff to be identified and trained in delivery of Emotional Support Programme / intervention - mentoring.</p> <p>Difficulty signing up to an ELSA course, but this is now in place and member of staff will be trained for Nov 23 (22-23)</p>	<p>Research has shown that such Programmes as Seasons for Growth, ELSA and Rainbows have a positive impact on PP children's self-esteem, confidence and hence attainment.</p>	3
<p>Educational Psychologist to deliver training to all staff on strategies to support Dyslexic children in the classroom.</p> <p>Unable to complete in 22-23. Will move into 23-24</p>	<p>High quality CPD for all will enable staff to have better knowledge, understanding and confidence when teaching and supporting children in their class who have dyslexia.</p>	4

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

Budgeted cost: £35,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Language Link Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	1

<p>who have relatively low spoken language skills.</p> <p>A TA to deliver the programme to small groups and support in implementation in the classroom.</p> <p>A Teaching Assistant ran language link interventions for pupils in the EYFS. Due to maternity and constraints within staffing this was unable to be completed regularly in Pentecost 23 but specific strategies to support children develop language continued in the classroom.</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>Two teaching assistants trained to run RWInc tutoring intervention 1:1 . Tutoring has been in place since January 2023.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Small group tutoring sessions run by a teacher with QTS. Purchase Barrington Stoke Reading books to support Dyslexic PP pupils</p>	<p>EEF research shows, small group tuition has an average impact of four months' additional progress over the course of a year. It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	<p>1,4</p>

to develop their reading skills.		
Same day maths interventions for specific pupils Due to Staffing constraints this has occurred when it can (22-23)	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Children are assessed in the maths lesson on that day and are selected by their attainment in the lesson.	3
1:1 pupil progress meeting with class teacher, Headteacher, Deputy Headteacher and Assistant headteacher (academic)	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1,4

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

Budgeted cost: £25,254.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
School passport that identifies the must do experiences that all children will experience before they leave St Joseph's. This will include residential. Passports have been designed and completed, ready for September 23.	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.	1,3
Drumming lessons for year 5 and 6 which also includes a group of year 3 and 4 children identified as being disadvantaged	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem	3

Disadvantaged pupils have had opportunities to learn a variety of instruments in school. (22-23)		
Identified children for emotional and wellbeing to be given a key member of staff that they can go to when they need support. 1:1 support as well as small group supplied by a qualified teacher to specific pupils (22-23)	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.	4
Parents of PP children and those identified as disadvantaged will be provided with a special invitation to workshops and parents evening to encourage attendance to such events.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	6
Core subject workshops held to support parents in supporting children at home.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.	1,2,6
To support PP and disadvantaged children to apply for leadership roles in school.	Building confidence of PP pupils in giving them school responsibility as leaders.	3,4
Disadvantaged pupils are identified and supported to complete homework to consolidate learning.	Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.	3,6

Unable to run a homework club this academic year (22-23)		
Support for identified pupils as they transition to secondary education.	Pupils have increased confidence and are prepared to for the next part of their educational journey.	3,4
To support families with financial difficulties to ensure pupils are prepared for their school day and have the correct school uniform.	Pupils will have all the equipment needed will ensure full access the curriculum.	6,5,3

Total budgeted cost: 90,254.00

Part B: Review of the previous academic year (2022/23)

2022/2023 Actions and Impact Statements

Intended outcome	Success criteria	Actual Outcomes
Improved oral language skills and vocabulary among disadvantaged pupils.	Pupils from disadvantaged backgrounds will hear and understand a greater variety of vocabulary, which can be used in the written form and used as a means of communication.	All children were screened during their first term at school using Language Link. Children targeted within the classroom environment to develop vocabulary.
Improved reading attainment among disadvantaged pupils.	Pupils eligible for Pupil Premium make as much progress as other pupils at the same starting points, by the end of a key stage in reading.	Outcomes for all pupils are above National Average. KS2: Percentage achieving EXS+ 82% (73%) Percentage achieving GDS 48% (29%) Average Scaled Score 109 (105) KS1: Percentage achieving EXS+ 77% (69%) Percentage achieving GDS 35% Disadvantaged pupils – 54% 6 children out of 11 achieved EXS 2 children did not take the test 5 children also have SEN
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils – pupils have high aspirations and goals.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Pupils display increased confidence and self-belief – they have a broader experience of life opportunities.</p>	Identified adults to support pupils in school. This may be regular check ins, weekly sessions depending on the individual need.

To achieve high quality learning experiences for all pupils, with a particular focus on disadvantaged pupils, through quality first teaching, considering principles of effective classroom practice.	Outcomes for all pupils too improve with, ensuring that disadvantaged pupils make at least good progress in Reading, Writing and Maths.	Progress scores Disadvantaged Pupils			
			School	LA non-disadvantaged	England non-disadvantaged
		Reading	1.1	1.1	0.4
		Writing	1.3	0.1	0.4
		Maths	0.9	0.8	0.5
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils – reduce the gap between PP and Non-PP.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • For PP pupils to have an overall absence rate in line with the National average • To lower the number of PP pupils with an attendance of less than 90% - therefore a persistent absentee • To close the gap between the attendance of PP and Non-PP pupils. 	<p>We have a more robust approach to attendance.</p> <p>Attendance figures are still low and in the region of 84%, which is lower than non-PP children 93.5%. Whole school – 92% National average – 93.8% National PP - 91.3%</p> <p>Weekly attendance meetings to look discuss individual pupils attendance, reasons and support than we can offer.</p>			

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A